



# Literacy

**How to help your child at home**

Hurstville Public School 2015

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# End of Kindergarten



## Literacy continuum (K-6)

# End of Year 6



Reading texts

Comprehension

Vocabulary

Writing

Speaking

Phonics

Phonemic Awareness

Concepts about print

	K1		K2		K3		K4		K5		K6		K7		K8		K9		K10		K11		K12	
<b>Reading texts</b>	<p>Readers understand the purpose of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts.</p>																							
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<b>Aspects of writing</b>	<p>Readers understand the purpose of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts.</p>																							
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<b>Phonemic awareness</b>	<p>Readers understand the purpose of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts.</p>																							
<b>Concepts about print</b>	<p>Readers understand the purpose of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts. They understand the relationship between the form and function of texts and use appropriate reading strategies to access and understand the content of texts.</p>																							

# The Literacy Continuum

# Speaking and Listening

## Experiences

- At home
- Outside the home



## Speak

- to your child
- with your child
- about things with your child

## Listen

- to your child
- actively with your child

.....in the language you feel most comfortable with



- Where to start
- Left to right
- Return sweep
- Use the picture
- Punctuation . ? ! , “ “

I put my apple  
into my bag.



“Mum likes breakfast in bed  
on Mother’s Day,” said Emma.

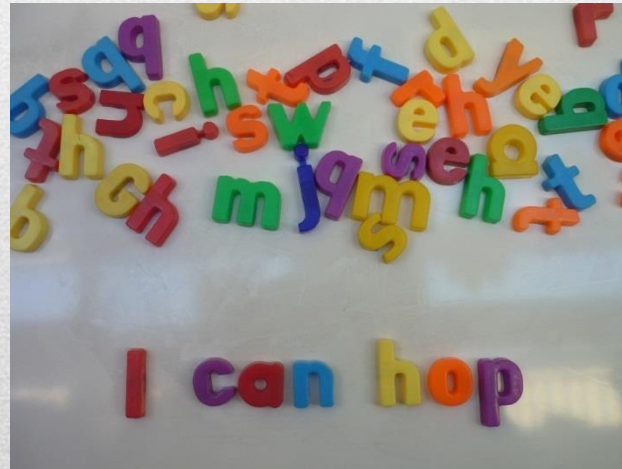
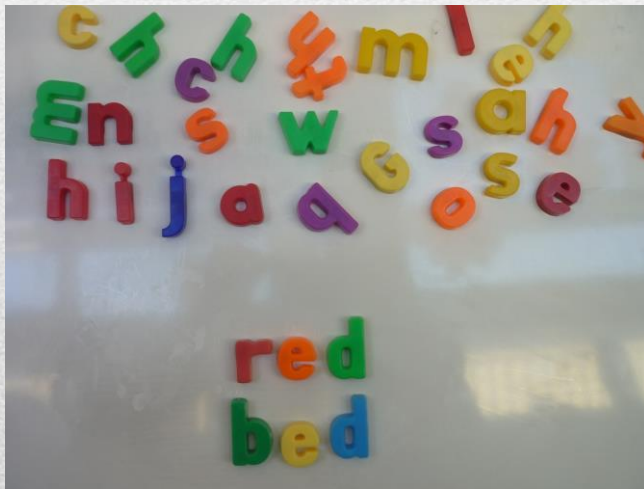
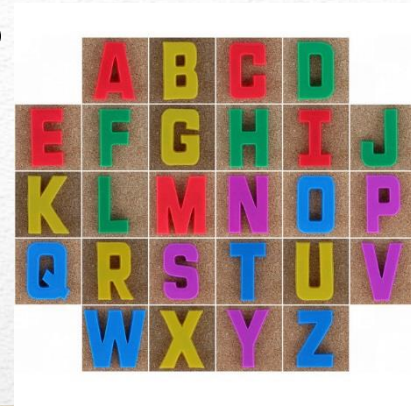
“Here is the tray,”  
said Dad.



# Concepts about Print

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- Lower case and capital letters
- Letters, words, sentences

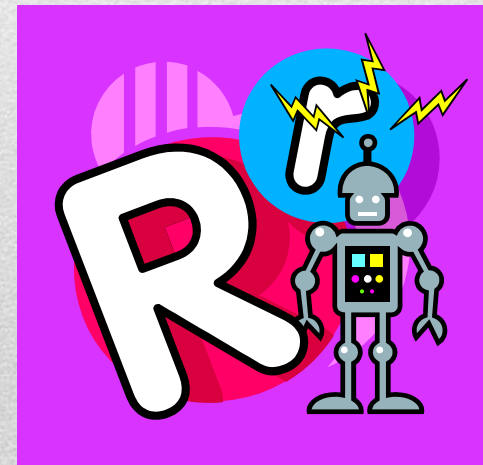
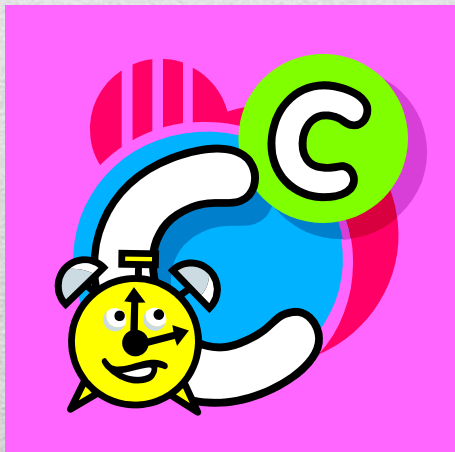


# Concepts about Print

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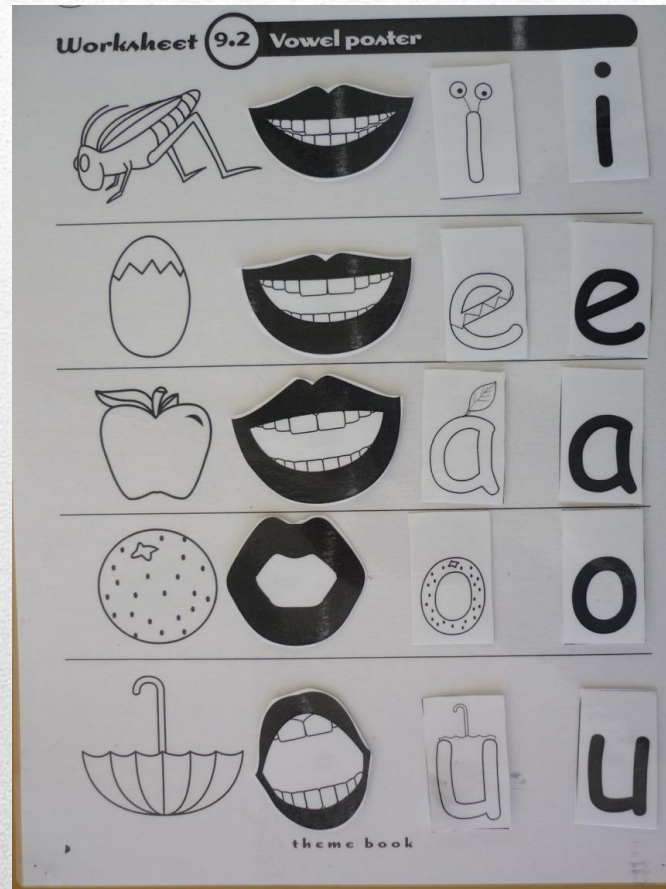
- Need to know letter names and sounds.
- Sounds are important in successful reading, writing and spelling.
- Phonics song <http://www.youtube.com/watch?v=T-ns8tUIWP0>



**Phonics**



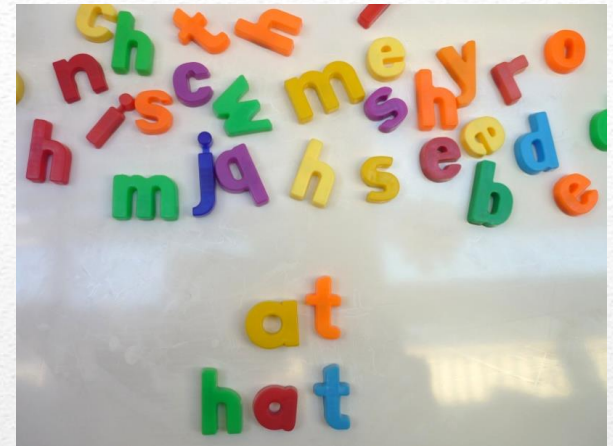
# Vowel chart



# Phonics



- Rhyming
- Same beginning sound
- Blend sounds together
- Claps syllables

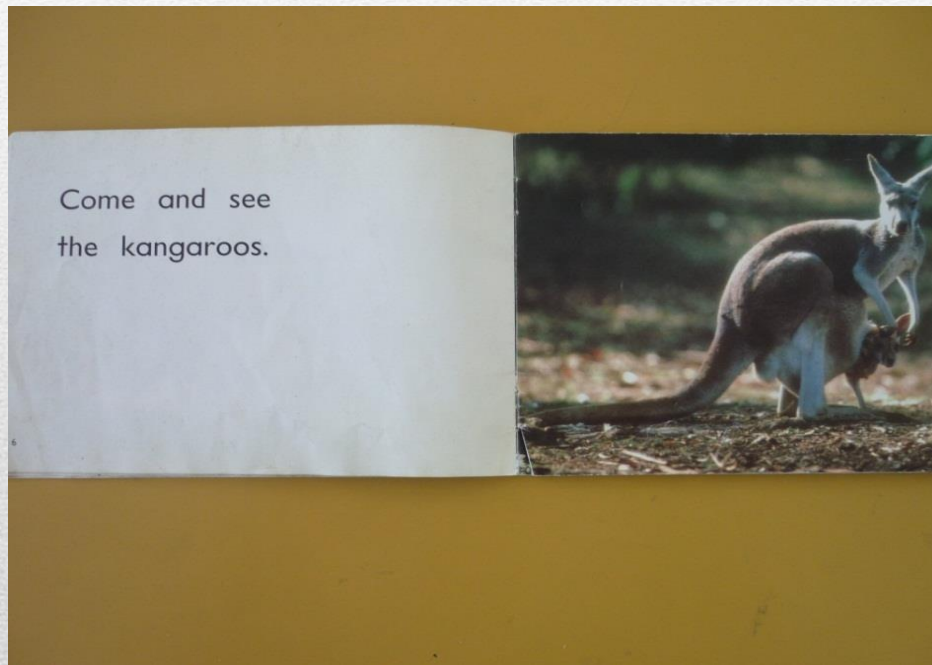


# Phonemic Awareness

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- When children begin to learn to read, looking at the picture is important. This will help your child with meaning.



# Reading Texts

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- **High frequency (common) words**

Frequently Used Words			
a	for	little	she
after	from	long	so
all	get	look	some
am	go	looked	that
an	going	make	the
and	good	man	then
are	had	mother	there
as	has	me	they
asked	have	my	this
at	he	no	three
away	her	not	to
back	here	now	too
be	him	of	two
because	his	old	up
before	house	on	us
big	how	one	very
boy	I	or	was
but	I'm	our	we
by	if	out	went
came	in	over	were
can	into	people	what
come	is	play	when
could	it	put	where
day	just	ran	will
did	keep	run	with
do	kind	said	would
don't	know	saw	you
down	like	see	your

Appendix 48 Frequently Used Words  
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# Reading Texts



At school -  
Instructional level : 90% - 95%



At home -  
Independent level : 95% - 100%

# Reading Texts

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## Ask questions

**What** do you think this book is going to be about?

**Why** do you think ...?

**What** do you think would have happened if ...?

**How** were ... and ... alike?

**How** were ... and ... different?

**Can** you think of another way the problem could be solved?

**What** may have stopped ..... from happening?

**Who** was your favourite character? **Why**?

**Has** his happened to you before? Tell me about it.

**Tell me the story** in your **own words**.



# Comprehension

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- Think of the sentence you want to write
- Write from left to right
- Return sweep
- Leave spaces between words
- Begin a sentence with a capital letter and finish with a fullstop
- Say the word aloud. What sounds can you hear?
- Develop a known word writing vocabulary



# Writing

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- Pencil grip and correct posture
- Correct letter formation



# Writing

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# If English isn't your first language .....



The most important thing you can do is read –

- in your home language
  - in English
  - both
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<https://www.learningpotential.gov.au/>



learning  
potential

<https://www.learningpotential.gov.au/reading-to-your-child-0>

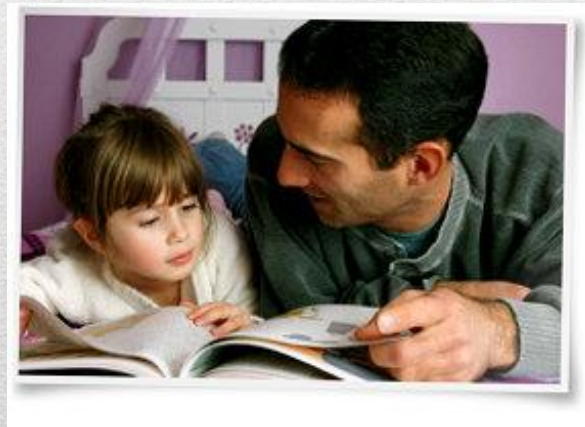
# The Learning Potential App

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# Speaking and Listening

**Reading**



**Writing**

**How you can help at home...**

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- Sing nursery rhymes with your child
- Do chores and errands with your child - talk to them about what you are doing and ask them questions
- Take your child to places such as the park, shops and library and talk to them and ask them questions about the things you see
- Play games like 'I spy'
- Make up rhyming phrases –  
    'snug as a bug in a rug'



# Speaking and Listening

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- Read with your child every day – in your first language and/or in English
- Listen to digital stories: [www.storylineonline.net](http://www.storylineonline.net) - stories read by actors  
children's stories read aloud
- Encourage your child to be active participants in the book – turn the pages, join in with repeated phrases, talk about the pictures, talk about their favourite part or character
- Link the book to real life experiences
- Look at environmental print – eg point out letters and words on food labels and signs



# Reading

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- Encourage your child to draw and write using pens, pencils, crayons and markers
- Encourage your child to write some letters or write their name on the artwork they create
- Scribe a sentence for your child
- Help you child use play dough to make the letters of the alphabet; talk about the name and the sound of these letters
- Use letters in different forms – magnetic letters on the fridge, blocks, puzzle pieces



# Writing and Drawing

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# **MAKE LITERACY LEARNING ENJOYABLE !**



Thank you

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