

Literacy and Numeracy Parent Workshop

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Successful Students – Effective Practices – Connected Communities



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Learning and Growing together

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Literacy K-2



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Three Main Literacy Components

- Speaking, Listening and Interacting
- Reading and Viewing
- Writing and Representing



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Speaking: Ability to express language to express and share ideas which is appropriate to audience and purpose

Listening: making meaning from spoken and audio texts

Interacting: using language to share information and negotiate meaning. It focuses on the development of two-way interaction.



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Examples of Opportunities for Development in the Classroom

- Shared reading experiences
- Pair and group work
- Explanation of mathematical thinking, science, history and geography understanding
- Whole class discussions
- Formal and informal presentations to the class
- Public speaking events



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Developing these skills at home:

- Shared reading
- Daily conversations



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Reading and Viewing

- Phonological awareness: Sounds in words including rhyming and syllables
- Phonics and word recognition: letter sound relationships and sight words
- Fluency: expressive and phrased reading
- Comprehension: gaining meaning from texts



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Examples of Opportunities for Development in the Classroom:

- Shared and modelled and independent reading including poetry
- Guided reading groups
- Phonics Programs: Initial- Lit for Kindergarten
- Sight words activities
- Comprehension activities focusing on questioning, predicting, making connections, visualising, summarising.



Decodable and sight words

Decodable:

flat

fish

chin

Sight Words:

they

said

are

Home reading

Children should feel successful when reading to you.

To help this happen:

- We give students texts at lower levels to take home
- Read the book together before they attempt it independently
- Tell them the word after 3 seconds
- Support with prompts

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Home Reading Prompts:

- Think about the story...
- Use the letters to help you...

To assist your child to self-correct:

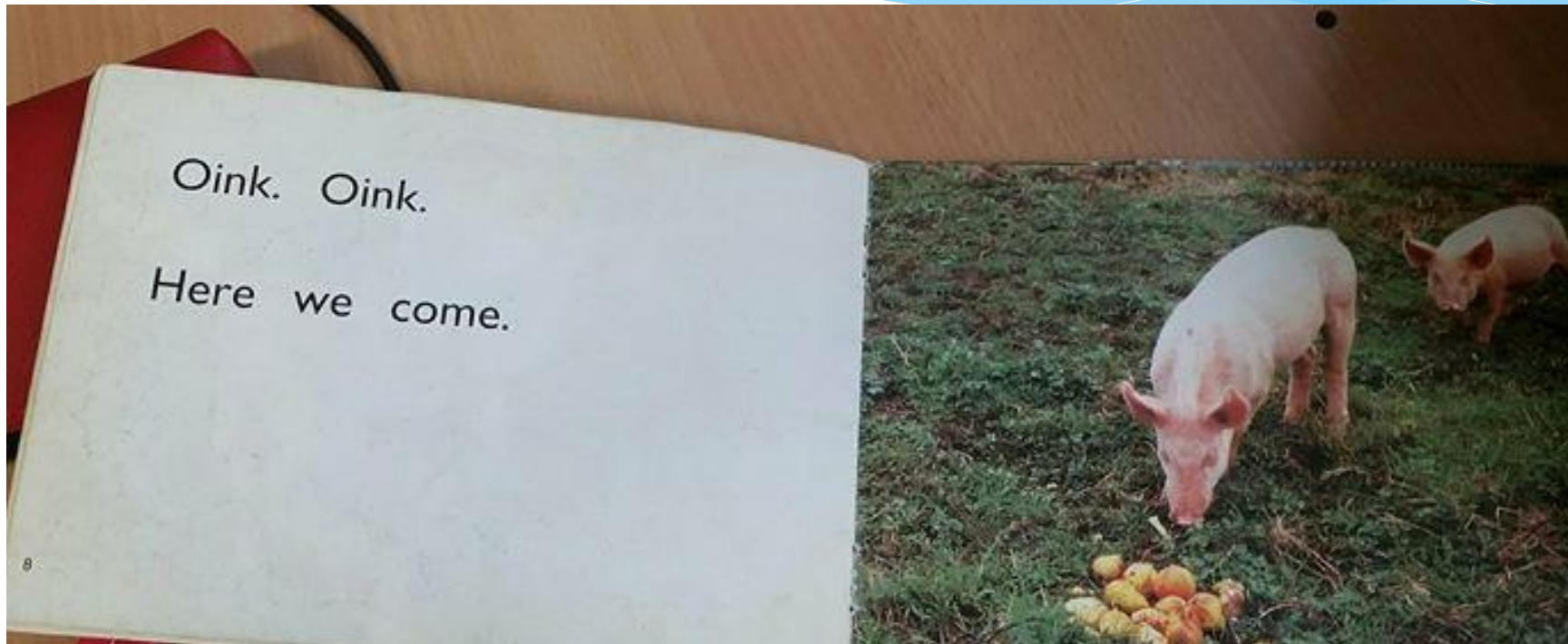
- Does that make sense?
- Does that look right?



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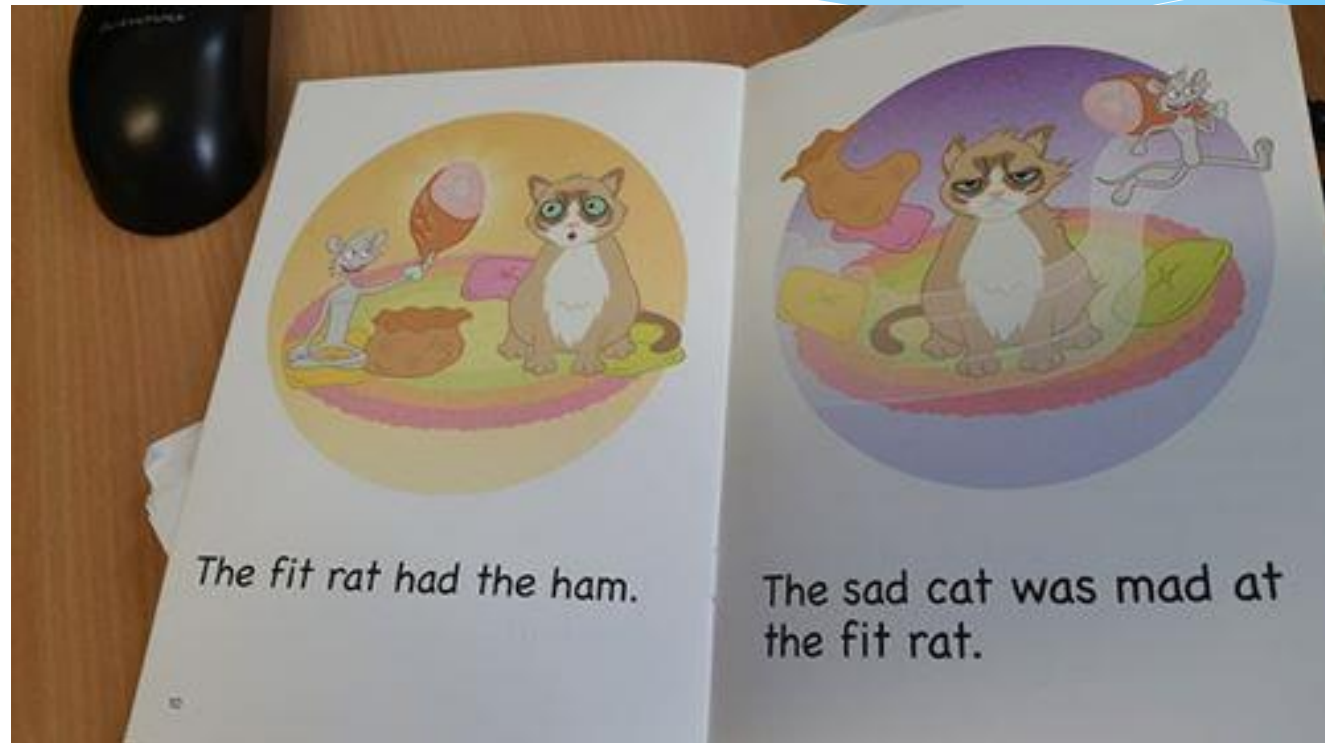
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Assisting with Comprehension at Home:

- What was your favourite part?
- What happened at the beginning? middle? end?
- Who was your favourite character?
- Did you like this story? Why? Why not?
- What do you think this word means?



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Introducing New Vocabulary.

He peeked inside the box when no one was looking.

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Writing

- **Creating texts:** creating texts for a range of purposes persuasive, informative, imaginative
- **Punctuation:** capitals, fullstops, commas, apostrophes, speech marks
- **Spelling:** progression from invented spelling, linking sounds to letters, becoming familiar with spelling patterns, high frequency words
- **Grammar:** nouns, adjectives, adverbs, verbs, sentence structure (including simple, compound and complex sentence structures)
- **Handwriting and Keyboarding:** including both accuracy and fluency



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Cluster 4



Let's BUMP IT UP

Text Structure

Two or three related ideas

Sentence Structure/ Grammar

- Simple sentences.
- Some compound sentences using conjunctions
- Pronouns

* Sip was a little black
gold fish speede was a little
ong goldfish They were playing
hide and seek. There were no
rooks in the bog speede was very
sneel. It was very hot.

Punctuation

Spelling

- Spells unknown words phonetically
- Correctly spells HFW
- Uses word endings s, ed, ing

Vocabulary

Every day vocabulary and proper nouns

Capitals at the starts and full stops at the end of sentences

Handwriting

Letters formed correctly - well spaced and positioned



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Cluster 6

Text Structure
Evidence of structure and feature of imaginative, persuasive and informative texts that reflect purpose and audience

Sentence Structure/ Grammar

- Variety of sentence structures including complex
- Variation in beginnings
- Correct pronoun references
- Time connectives to sequence ideas

Punctuation

- Capital letters for familiar proper nouns
- Uses full stops, quotation marks and exclamation marks to end sentences.

Handwriting

- Correct, consistent, legible - appearing to be fluent

Spelling


- Uses consonant blends, vowel digraphs and silent letters

Vocabulary

- More precise vocabulary choices to describe
- Stronger verbs

Let's BUMP IT UP


The frog prince CONTINUED.
~~As~~ once there was a frog prince.
The frog prince ~~did~~ not look like a frog but his lips were still slimy. The frog prince and princess lived ^{happily} ~~happily~~ EVER after for a few months. The frog prince read a book and at the end of the book it said and they live happily ever after the end. So the frog prince stayed at the castle and drove the princess crazy. After the frog prince drove the princess crazy he finally left the castle. The first witch he went to was scary. That witch had a poisoned Apple. So the frog prince ran away to an other ~~co~~ cottage. The witch was ~~g~~ gardening. The witch's house was made out of ginger ~~g~~ ginger bread the frog



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Cluster 8

Let's **BUMP IT UP**

Sentence Structure/ Grammar

- Variety of sentence structures, length and beginnings.
- Logically sequenced with consistent use of tense
- Experiments with direct and indirect speech

Text Structure

- Complex texts showing evidence of text type, purpose and audience
- Begins paragraphs with topic sentences

Spelling

- Uses irregular spelling patterns and application of spelling rules
- Correct spelling of more complex common words

Vocabulary


- Unique field or technically specific
- Figurative language e.g. metaphor/simile
- Words and phrases for effect

Punctuation

- Control over a variety of punctuation to enhance meaning e.g. quotation marks for direct speech and commas in lists

Handwriting

- Correct, consistent, legible - appearing to be fluent



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How to Support Writing at Home:

- Read a variety of texts.
- Explain new vocabulary.
- Point out a variety of punctuation features and their purpose.
- Remember that while spelling is important it is not the main focus of writing.



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How to develop handwriting at home

- Encourage your child to practise for a short time daily(2-3 minutes).
- Build muscle strength in fingers through playdoh, picking up items with tweezers, tearing paper, mixing watercolours with eyedroppers, Lego.



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Most importantly.....

Develop a love of literacy through reading together and celebrating daily successes.



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Questions?