

Literacy and Numeracy Parent Workshop

Melrose Park Public School



Successful Students – Effective Practices – Connected Communities

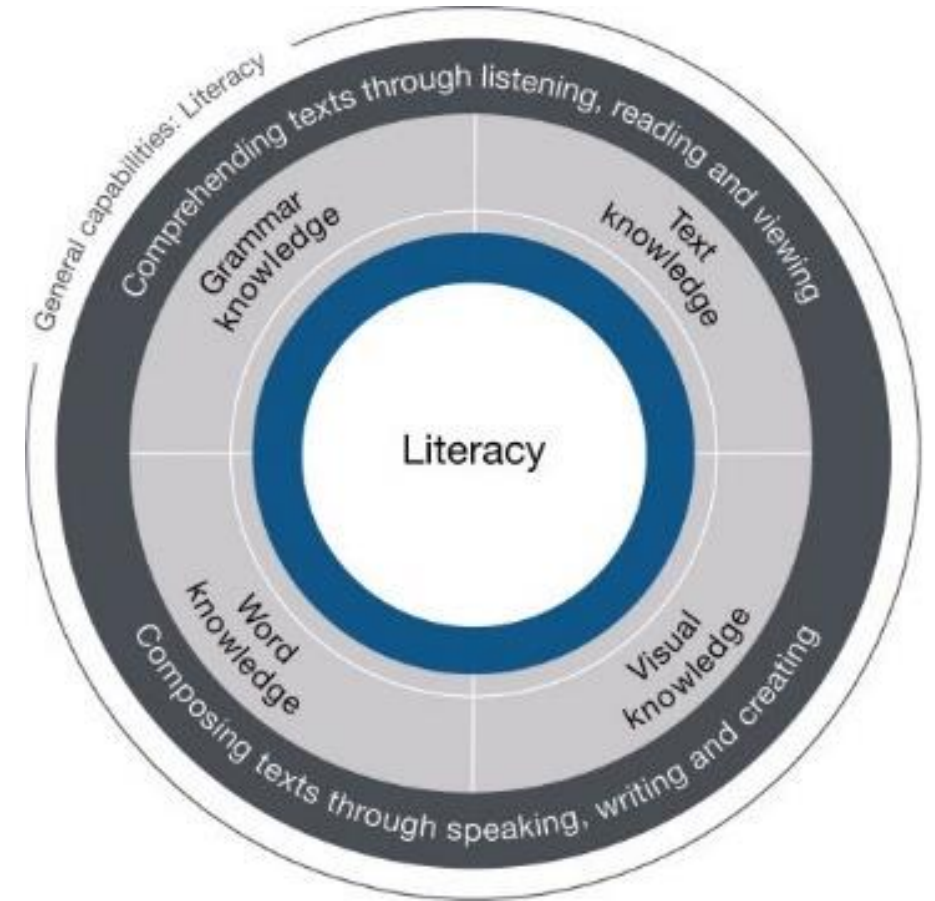


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Learning and Growing together

The key ideas for Literacy

The key ideas for literacy are organised into six interrelated elements in the learning continuum, as shown in the figure.



6 Key Areas of Literacy

phonemic
awareness

phonics

vocabulary

fluency

comprehension

Writing



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The Australian Curriculum

- In the Australian Curriculum, students become **literate** as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society.
- Literacy **involves** students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.
- **Texts** provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken words, as in film or computer presentation media.
- **Literacy skills** are important to enable students to engage in learning and demonstrate their understanding across the curriculum.



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The Influence of Home

- Homes vary on a wide variety of dimensions.
- Many of these dimensions are associated with literacy learning, for example:
 - bedtime stories
 - discussion of letters and sounds
 - amount of language
 - nature of language
 - books in home
 - experiences in community



Phonemic Awareness & Phonics

- The ability to separate sounds and groups of sounds that make up words, such as the three sounds /sh/, /ee/, and /p/ in the word sheep.
- Does not directly involve letters—it has to do with hearing and making sounds within words.
- When children have strong phonological awareness, they can recognize and create:
 - rhymes
 - words that start with the same sound
- They can also blend and separate individual sounds within a word.
- These skills eventually help children to use sounds to read and write words.
- MPPS spelling program focusses on sounds, based on phonemic approach.

Phonics
ee ur ow
wh y au



Oral Language/Vocabulary

- Oral language has two parts:
 - 1) the ability to talk, to communicate with language
 - 2) the ability to understand the language you hear
- Vocabulary is a big part of oral language—children learn vocabulary by hearing words often and in rich contexts.
- The strength of a child’s oral language has a powerful influence on how well children learn to read and write.



How can parents help promote vocabulary development?

New interesting words

Emails

Computer Games

Opposite word game

Watch TV together

Newspaper/
magazine

Music/ songs

Games:
Scrabble/ Boggle

Tell family stories

Word Guessing
game

Game - Boggle

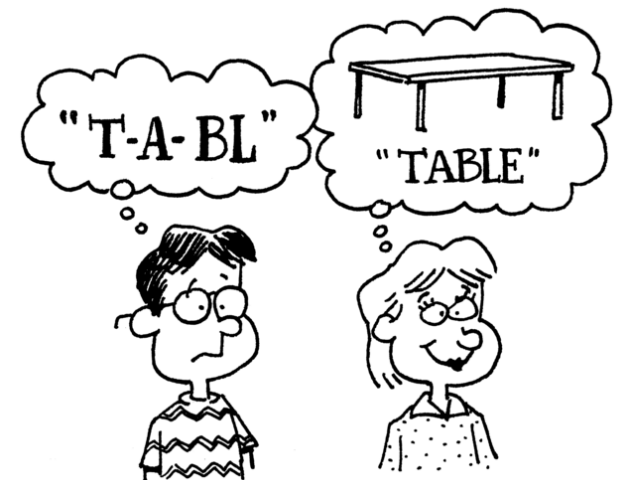


You have three minutes to find as many words as you can in the grid, according to the following rules:

- The letters must be adjoining in a 'chain'. (Letter cubes in the chain may be adjacent horizontally, vertically, or diagonally.)
- Words must contain at least three letters.

Fluency

- Reading fluency is more or less a skill that enables the reader to read quickly, accurately, and with expression.
- There are many **strategies you can use at home** to support this critical, lifelong skill.
 - Model fluent reading
 - Stopwatch readings
 - Choral read aloud sessions
 - Marked reading
 - Re-read favourite books



Components of Reading



Decoding

- Decoding is where we work out what the words SAY, and comprehension is where we work out what they MEAN.

Comprehension

- To comprehend is to go beyond the word level to get to the big picture.
- There are lots of ways students can show us that they understand the text – recall information, give a response, answer questions, interpret pictures and make connections.
- Thinking about what the author, illustrator, or speaker wants us to know.

Students are explicitly taught comprehension strategies in class.

To reinforce student learning, parents are encouraged to utilise the following strategies at home when reading with your child.

Making Connections

- Does this remind you of something? eg This story reminds me of a holiday to my grandfather's farm.
- Has something like this ever happened to you?
- Is this story similar to another text you have read?

Predicting

- Looking at the cover, what do you expect this text to be about?
- What do you think will happen next?
- What words / images do you expect to see or hear next in the text?

Questioning

- Why did the character do something?
- How did it make them feel?
- What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade.

Monitoring

- Is this making sense?
- Do I need to re-read?
- Does it now make sense?

Visualising

- Can you describe a picture or image you made in your head when you read the text?

Summarising

- Can you retell the story? eg Who were the main characters, setting and sequence of events?
- What did you learn from this informative text?
- If you were to tell another person about the text, how would you describe it in a few sentences?

Reluctant Readers – how to help

- Keep it simple
- Follow their interests
- Make reading fun!
- Mix up the medium
- Read together
- Get help if you're worried



Game – Chatter Box



- Assemble the chatter box.
- Take turns with someone sitting next to you, asking questions off the chatter box.
- After a question has been answered, please reverse rolls.

Writing

- Expressing meaning by drawing, scribbling, using pretend letters, using familiar letters and words, and using their best guesses at how words might be spelled.
- The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun.
- Writing is the frame work of our communication. We are encountered with writing every day of our lives.



Writing is extremely important in today's society.

Dear Eighth-Grade Student,

Hello! My name is Rina and I am moving to the United States with my family in July. In September I will start eighth grade in America. I will miss my friends at home, but I'm excited about the move and about starting eighth grade.

I have a friend who said that most junior-high school students in America keep their school work in something called a "backpack". I don't know what that is. Will you write back to me and explain what a "backpack" is and what I should keep in it? Getting a good start in my new school is important to me and your information will really help. Maybe someday I can return the favor to someone else by giving them information they need!

Sincerely,
Rina



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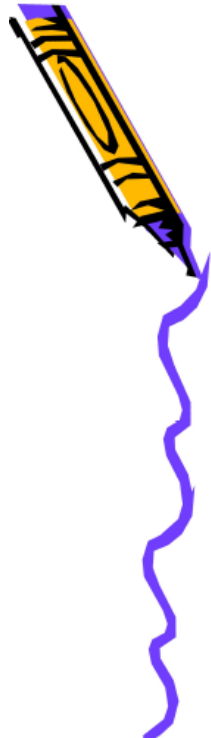
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Writing in MPPS



- Students are taught a wide variety of text types:
 - Imaginative texts
 - Informative texts
 - Persuasive texts

- At MPPS, Grammar and Punctuation is taught explicitly as well as integrated into all areas of English.



Develop Writing Skills at Home

- Have your child write the **dinner menu** daily. This will help boost their writing skills while bolstering their creativity.
- Have your child write a **daily dinner critique** as an activity that will strengthen their writing skills.
- Have your son or daughter prepare the **grocery list** prior to going to the market. You can either have them go around the kitchen and write what they think you need or you can dictate the grocery list to them. This will strengthen their short term memory as well as urge them to write quickly.
- **Letter** writing is always a good idea. You can have your child write a letter to his or her grandparents, aunts, uncles or cousins. Have them write about what they are learning in school or what they plan to do on their next vacation from school.
- **Reading stories** to your child is a motivational force that could inspire them to want to do a bit of writing on their own.



Thank You!

“The more that you READ, the more THINGS you will KNOW. The MORE you LEARN, the more PLACES you’ll GO!”



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Q&A



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