Primary Literacy Parent Workshop

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Prayer

Jesus, as parents and teachers of the children in our care we ask that you flood our souls with your mind, your heart, your attitudes, that in every thought we think, every word we speak, every action we perform, every decision and opinion of ours, we do God’s will as you would do it — loving God, with our whole heart; and loving our neighbours as ourselves. AMEN
Topics to Be Covered

- Let’s Decode
- Explicit Instruction
- PLD
- Reading Comprehension Programs
- MultiLit
- Reading at Home
- Comprehension Questions
- Apps
- Questions
Let’s Decode

• Explicit teaching program
• Literacy based approach used in Kindy and Pre-Primary.
• Features include:
  – oral language activities to prepare students for beginning literacy
  – Strategies to build on pre-literacy skills and teach beginning reading
  – Phonological awareness
  – Synthetic phonics
FORMAT - AUDITORY BLENDING (SAYING WORDS SLOWLY)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Man</td>
<td>Wet</td>
<td>Hot</td>
<td>Bend</td>
<td>Head</td>
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<tr>
<td>Bun</td>
<td>Pat</td>
<td>Mess</td>
<td>Jog</td>
<td>Get</td>
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<tr>
<td>Slug</td>
<td>Fan</td>
<td>Bent</td>
<td>Bin</td>
<td>Tent</td>
</tr>
<tr>
<td>hit</td>
<td>bog</td>
<td>dug</td>
<td>pan</td>
<td>lip</td>
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</table>
## FORMAT - RHYMING

<table>
<thead>
<tr>
<th>Rhymes with ag starts with</th>
<th>Rhymes with ap starts with</th>
<th>Rhymes with it starts with</th>
<th>Rhymes with ug starts with</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>C</td>
<td>B</td>
<td>PI</td>
</tr>
<tr>
<td>W</td>
<td>R</td>
<td>F</td>
<td>J</td>
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<tr>
<td>R</td>
<td>S</td>
<td>P</td>
<td>R</td>
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<tr>
<td>L</td>
<td>T</td>
<td>S</td>
<td>D</td>
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<tr>
<td>H</td>
<td>N</td>
<td>SI</td>
<td>B</td>
</tr>
<tr>
<td>dr</td>
<td>fl</td>
<td>sp</td>
<td>sl</td>
</tr>
</tbody>
</table>
Read the rhyming words in the flower altogether. Then get 2-3 children to come up and read the words on their own.
# FORMAT - SEGMENTING (SAYING SOUNDS IN WORDS)

<table>
<thead>
<tr>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nap</td>
<td>Let</td>
<td>Get</td>
<td>Bed</td>
<td>Sag</td>
</tr>
<tr>
<td>Sad</td>
<td>Jam</td>
<td>Bun</td>
<td>Hot</td>
<td>Ben</td>
</tr>
<tr>
<td>flash</td>
<td>camp</td>
<td>mug</td>
<td>fin</td>
<td>pot</td>
</tr>
</tbody>
</table>
LET'S LEARN TO READ
It is a hot sun.
The man has a fat leg.
PUNCH OUT SOME SIGHT WORDS 
WE KNOW
a
the
and
on
ROBOT WALK

Step out the sounds in the following words
pig
rat
hat
pit
cot
sun
WHITEBOARD TIME

- Write initial sounds of given words focusing on letter formation.
- Give a CVC word. Sound out together and students write on whiteboards.
- Write our sight words.
Explicit Instruction

What is Explicit Instruction?

• Skill based.
• Students are active participants in the learning process.
• Holistic & used across all Learning Areas.
• Integrates smaller learning units into meaningful wholes.
• Developmentally appropriate.
• Instruction is tailored specifically to students’ learning & attentional needs.
• Teacher constantly monitors understanding to make sure students are deriving meaning from instruction.
• Students have opportunities throughout the lesson to self-monitor & direct their own learning & participation.
• Follows a set format.
• Students like it because they are LEARNING!
Teach First
Ask a Question
Pause, Pair-Share & Point
Pick a Non-Volunteer
Listen to the Response
Effective Feedback
Explicit Instruction

• I DO – Teacher focus only using TAPPLE.

• WE DO – Teacher directed, students to follow and engage in activities as a whole group.

• YOU DO – Students independently work through activities.
**WALT:** define an adjective and give an example.

**WILF:** An adjective is.....

Find an adjective in a sentence

Describe a noun using an adjective
A **noun** is a naming word. It can be a person, place or thing.
Find the noun/s in the sentence

The paper blew everywhere.

I put down the puppy and went home.

Ms Hince came first in the race.
An adjective is a word that describes the noun.
An adjective is a word that describes the noun.
Find the adjective/s in the sentence

A purple sock was found in the playground.

1) Find the nouns
2) Find any words that describe the noun
What other things could be ‘purple’?
Find the adjective/s in the sentence

The classroom was **cold**.

A **furry** kitten scratched the **brown** couch.

I quietly knocked on the **old, wooden** door.
Write an adjective for water!
Just remember...

An adjective is a word that describes the noun.
Oral Language Skills
Oral language refers to the act of speaking and listening which strongly impacts on literacy outcomes.

Movement and Motor Skills
Perceptual motor refers to the ability to hear something, interpret the meaning and form an appropriate motor response.

Literacy Skills
Spelling and decoding or “word attack” skills are derived from:
• Phonological awareness or ‘sounding out ability’
• Alphabet knowledge – and particularly the ‘sounds’
• Phonic knowledge
• Sight word knowledge
MultiLit

- **Making Up Lost Time in Literacy**
- Explicit & systematic literacy intervention program.
- Students work in small groups.
- PreLit – Kindy & PP
- MiniLit – PP to Year 2
- MacqLit – Year 3 to Year 6
The Importance of Reading

• Reading is vital for developing literacy, a good vocabulary and a vivid imagination.

• Benefits of Reading
  – Children who read often and widely get better at it.
  – Reading exercises the brain.
  – Reading improves concentration.
  – Reading teaches children about the world around them.
  – Reading improves vocabulary and language skills.
  – Reading develops a child’s imagination.
  – Children who read achieve better in school.
  – Reading is fun.
Reading Comprehension
Cars & Stars

- Provides differentiation, explicit teaching
- 10 level program
- Teaches 12 reading comprehension strategies
  - Modelled Instruction
  - Guided Instruction
  - Modelled Practice
  - Guided Practice
  - Independent Practice
By the end of Pre-Primary students should be able to read at least Level 4 texts.

By the end of Year 1 students should be able to read at least Level 14 texts.

By the end of Year 2 students should be able to read at least Level 24 texts.

By the end of year 3 students should be able to read Level 30 texts by mid-year and proceed to Literacy Pro texts.
Reading Levels & Comprehension LEXILE/LITERACY PRO

LITERACY PRO – BENCHMARKS FOR ST JOSEPH’S SCHOOL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>BR – 249</td>
<td>250 – 499</td>
<td>500 – 800</td>
<td>801+</td>
</tr>
<tr>
<td>Year 4</td>
<td>BR – 349</td>
<td>350 – 599</td>
<td>600 – 900</td>
<td>901+</td>
</tr>
<tr>
<td>Year 5</td>
<td>BR – 449</td>
<td>450 – 699</td>
<td>700 – 1000</td>
<td>1001+</td>
</tr>
<tr>
<td>Year 6</td>
<td>BR – 499</td>
<td>500 – 799</td>
<td>800 – 1050</td>
<td>1051+</td>
</tr>
</tbody>
</table>
The Importance of Oral Reading

Reading aloud and talking about what we’re reading sharpens children’s brains. It helps develop their ability to concentrate at length, to solve problems logically, and to express themselves more easily and clearly.

Mem Fox

@quotefancy
Reading at Home

• Before Reading
  – Read the title of the book
  – Talk about the front cover
  – Set the scene of the story
  – What does the title tell me about the story? What do the pictures tell me?
  – What do I already know about …?

• During Reading
  – Read the story
  – Encourage expression
  – When faced with difficult/unfamiliar words – stop & tell your child what they mean.
  – What do you think will happen next? How do you think the problem will be solved? Were you right in your predictions?
Reading at Home

• After Reading
  – Ask your child questions about the story.
  – Ask your child to retell the story in their own words.
  – Who were the main characters?
  – What was the setting?
  – When did the …?
  – What was the problem?
  – How was the problem solved?
  – Why did …?
  – How did the story end?
  – What feelings did the character have in the beginning, middle and end?
Comprehension Questions

**Literal Questions**
(Asking the reader to locate and recognise key words and recall the order of events and cause and effect within a story.)

**Inferential and Interpretative Questions**
(asking the reader to draw on other knowledge to make sense of the story)

**Comprehension Question Types**

**Application Questions**
(asking the reader to connect the story to their own experiences)

**Analysis and Evaluation**
(asking the reader to offer their own opinion)
Comprehension Questions

• **Literal questions**
  – Read the lines
  – Recall information stated and explicitly in the text

• **Inferential questions**
  – Read between the lines
  – Responses that are indirectly stated, induced, or require other information.
  – Interpret information implied in the text

• **Evaluative questions**
  – Read behind and beyond the lines
  – Requires the reader to formulate a response based on their opinion.
  – Evaluate information based on personal knowledge and experiences
Supporting the Understanding of Questions

• If a child has difficulty understanding a question:
  – Repeat the question using visual cues to support (eg: pictures and gestures)
  – Rephrase the question or ask it in a different way
  – Give two alternatives for the child to choose between
  – Model the correct answer
Apps – iPads or Androids
“If every parent understood the huge educational benefits and intense happiness brought about by reading aloud to their children, and if every parent and every adult caring for a child read aloud three stories a day to the children in their lives, we would probably wipe out illiteracy in one generation.”

by Mem Fox
Together may we give our children the roots to grow and the wings to fly.