Helping in the Classroom

How you can help during literacy and investigation sessions

Key areas will include:
- confidentiality
- overview of literacy
- overview of investigations
- how you can assist the teacher
- how you can assist the students
- group management
- working with different ability groups
Confidentiality

Volunteer and Visitor Policy
Literacy

‘The ability to read, write, speak and listen to language in a way that allows us to communicate with others and make sense of the world’

* Children are ‘learning literacy’ from the moment they are born and acquire three key skills and abilities that are essential for successful literacy learning
  * 1. learning to listen with understanding and building a strong vocabulary - developing oral language
  * 2. learning to discriminate between the different sounds in words and to recognise letters - learning the alphabetic code
  * 3. learning to read signs in the environment, learning how letters make words and how words make stories and give information - developing print knowledge
During Term 1 we conducted intensive literacy assessment to assess each child.

Each student is an individual and has strengths and areas to develop.

“Learning is not a race” – Julie Shepherd

“Childhood is not a race to see how quickly a child can read, write and count. Childhood is a small window of time to learn and develop at the pace which is right for each individual child.” – Anon
What does a Reading / Writing literacy block look like?

* 2.00 – 2.10 Whole Class Tuning In – Big Book

* 2.10 – 2.20 Small group – 1. Guided Reading
  Whole class - Independent Reading from Book Box

* 2.20 – 2.30 Small group - 2. Guided Reading
  Whole class – Literacy Games

* Re focus – Whole class - Big Book or similar story

* 2.40 – 3.20 Writing activity in response to text
is based on the concept of developmentally appropriate practices
growth and brain development from birth to 8 years of age require teachers
to ensure that teaching and learning strategies are maintained and built
upon
children are highly motivated to learn and that they sustain their learning if they are engaged and have the opportunities to make authentic choices through their interests
Skills for the 21st century – intrinsic motivation, relationship building, ownership of their learning, engagement through relevant interests, acquire the skills of effective research, emphasis on skills, learning how to learn, a positive and realistic sense of self, resilience, working independently and interdependently

**Learning Centres**
- construction
- dramatic play
- sensory
- collage

- reading
- maths
- writing
- tinkering

- interest
- science
9:00- 9:20 Tuning In
9:20-10:05 Investigations
10:05-10:25 Reflection
10:25-10:35 Reset
10:35-10:40 Snack

Supervising a teacher directed small group. Please stay with your assigned group whether your child is learning there or not.
Sourcing materials if required
Helping with cleaning up
Your role as a helper

* Supervising small groups
* Playing games
* Writing – helping students at their point of need. Correction of work – tick, smiley face, add the date
* Listening to students read
* Keeping students on task
* Answering questions
* Giving permission
* Sourcing materials
Assisting the Teacher

- Preparation/discussion with your child about helping in the classroom
- Seating/positioning – Sit at the back on a child’s chair and please encourage your child to sit on the mat with teacher
- Use your initiative e.g. toilet stop in pairs, drinks
- Refocusing students
- Settle students (refer to Class Norms if needed)
- Intercept students before they interrupt a teacher working in a reading group or with a focus student
- Remind students of an appropriate working noise level
- Handling a small group, while keeping an eye on the bigger picture
Assisting the Teacher

- Be aware of the volume of your own voice
- Encourage students to tidy their own work space
- Correcting work
- Encourage punctuation
- Model accurate use of language, especially irregular verb tenses eg “bought” when they say “buyed”
- Model Victorian Modern Cursive
- Early finishers – Book boxes, white board and textas, literacy game
- Awareness of learning intentions
Working with Different Ability Groups

- Introduce yourself
- Make sure students have all the resources they will need before they start
- Name on everything
- Encourage children to Have-a-Go
- Encourage children to talk about their thoughts
- Discuss the task, clarify before students begin
- Effective praise – praise effort not intelligence
HANDOUTS

* Confidentiality form
* Modern Victorian Cursive Writing script
* Tips for helping
* Reading sheet
* Writing sheet