

# 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

“ 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

- \* 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

# Literacy

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

# Investigations

- \* 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 21<sup>st</sup> 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  | * reading   | * interest |
| * dramatic play | * maths     | * science  |
| * sensory       | * writing   |            |
| * collage       | * tinkering |            |

# Investigations

- \* 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