

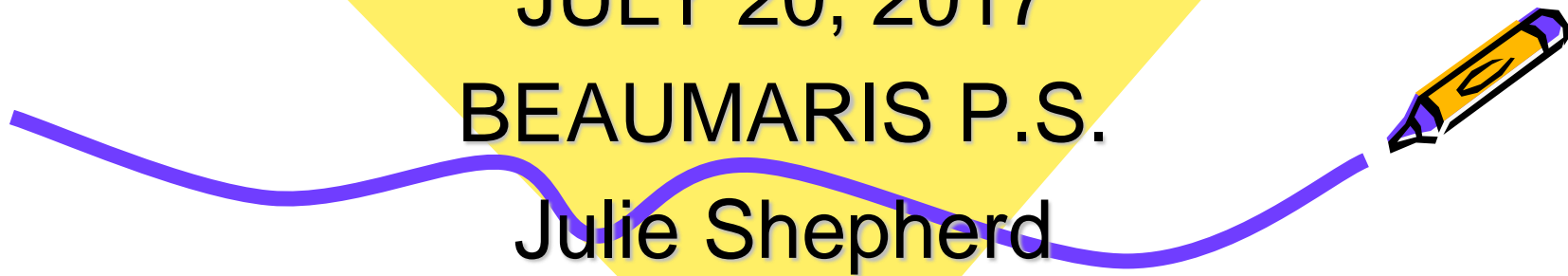


Assisting Your Child: Literacy

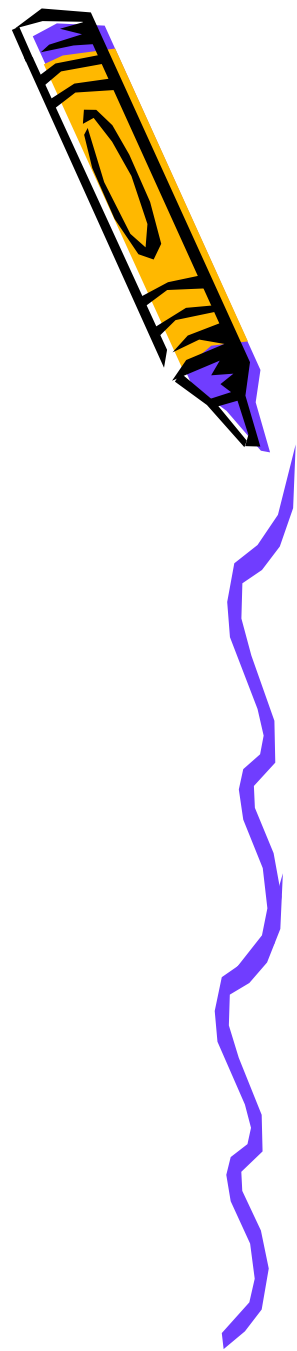
JULY 20, 2017

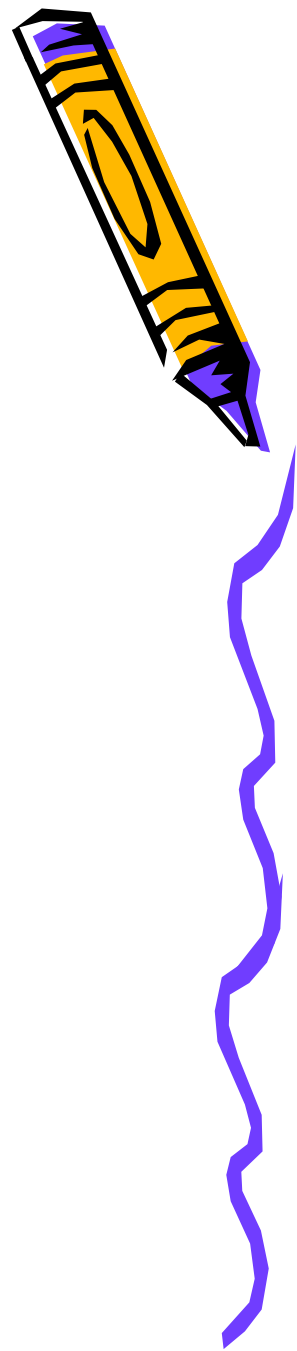
BEAUMARIS P.S.

Julie Shepherd



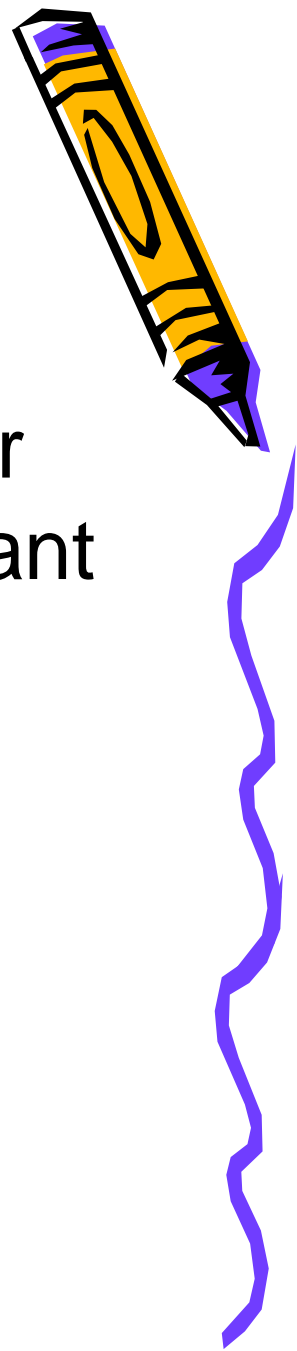
- I'm a parent too!





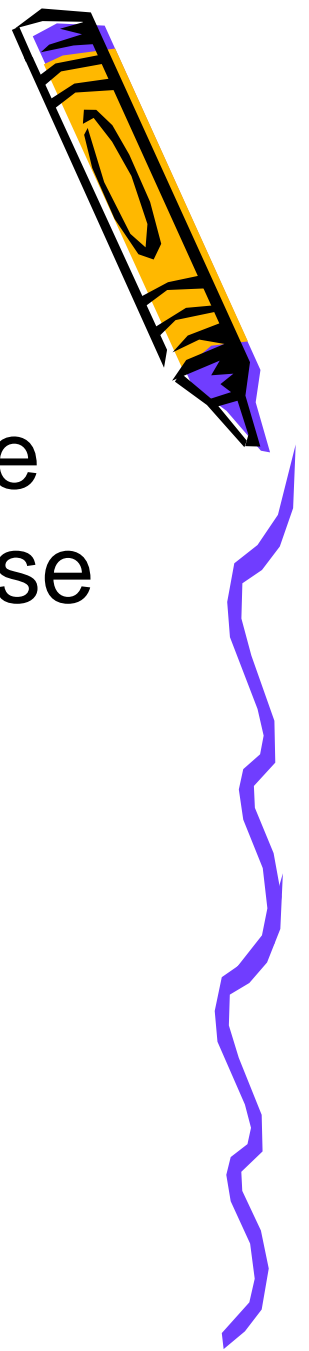
- You are your child's first teacher.
- You helped your child learn to walk and talk.
- Each child does this at his/her own rate.
- It is not productive to compare your child with another.





- “Fostering healthy self-esteem in our children is probably our most important task as parents.”
 - Sue Berne, Starting School, page 33

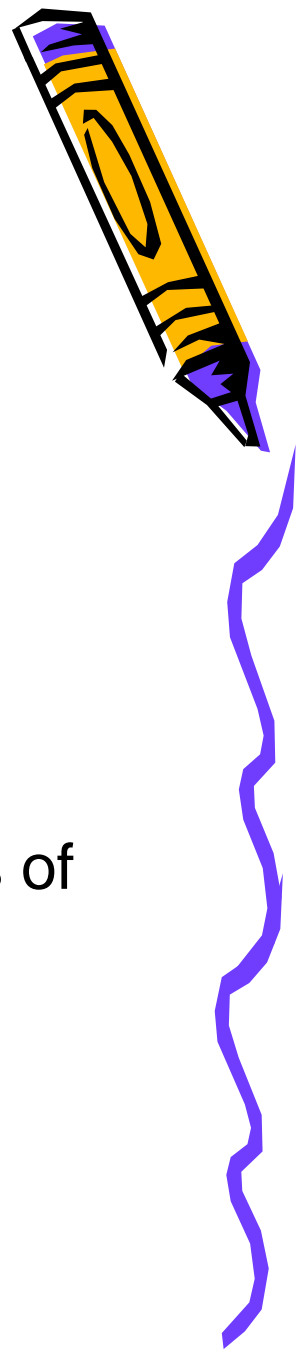




- “We do not stop playing because we grow old, we grow old because we stop playing.”

– Benjamin Franklin





- “...Children need to have interesting and challenging opportunities to develop their brains”
 - Marie Clay, 2005, page 6
 - ** We need to make sure that children have lots of experiences to build on. (World knowledge)



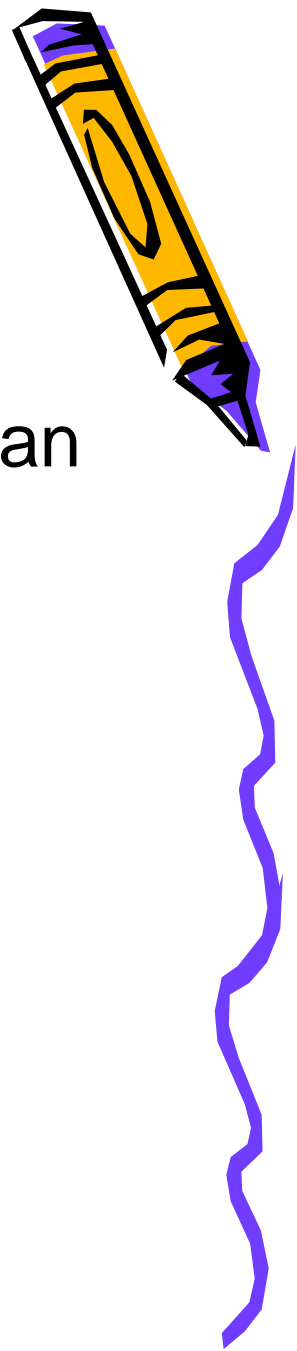


- Talk, talk and more talk.
- Talk with your child: positive, detailed, interesting and informative talk.



- Input and output.
- The importance of a good night's sleep.



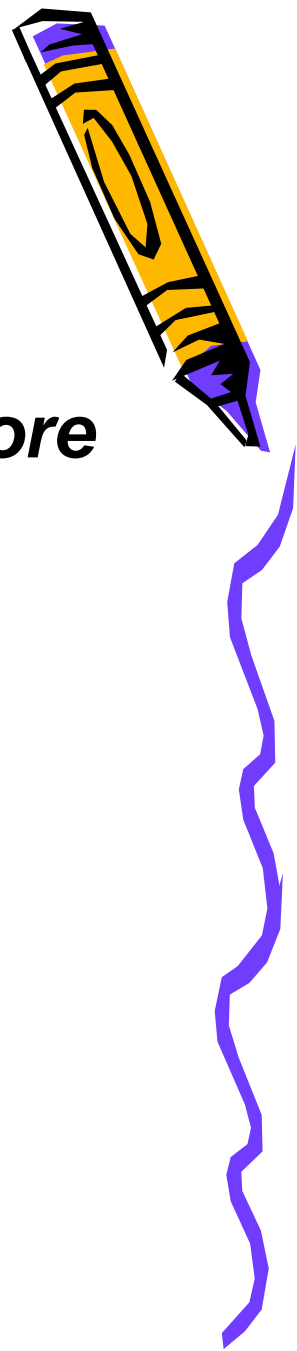


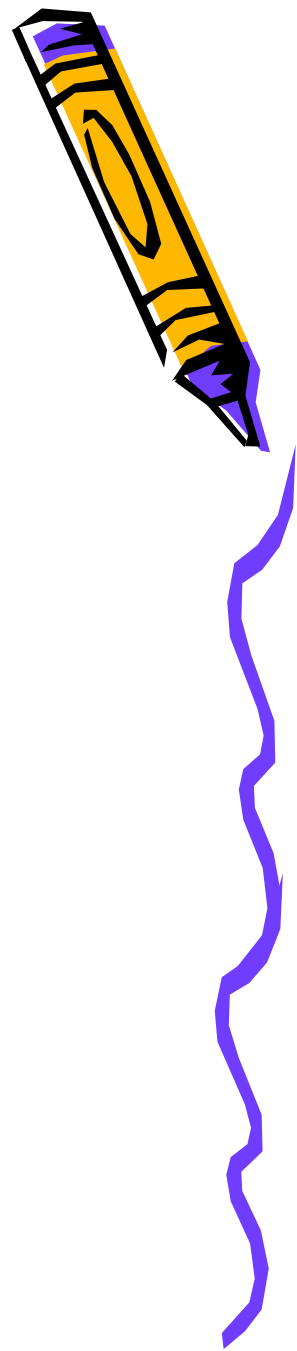
- The single most important thing parents can do to help a child's education is...



Read to them!

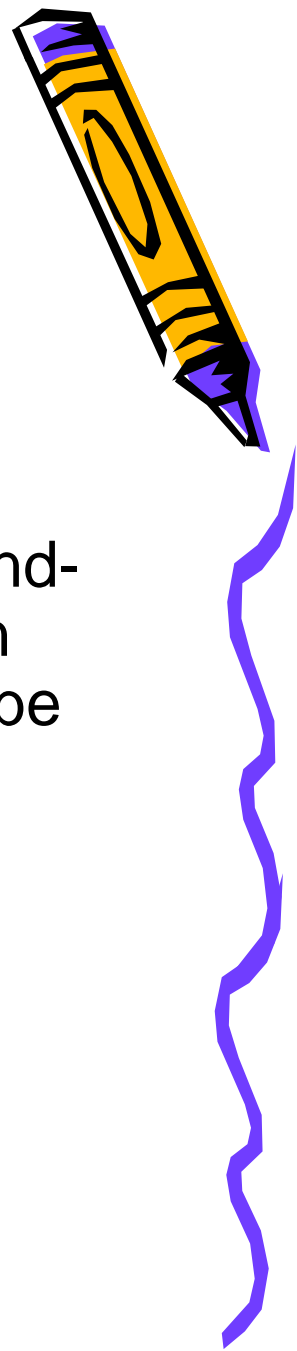
- ***Mem Fox says at least 1000 books before children can start to learn to read!!!!***





- Bedtime story
- Books from school





- “Children like their parents to be parents, not teachers. The roles are quite different, and it’s precisely the laid-back, lets-have-fun, relaxed -and- comfortable role of a parent that is so powerful in helping children first to love reading and then to be able to read by themselves.”
 - Mem Fox, Reading Magic, page 49





- We learn best when we are having fun. Learning is easier when we are enjoying what we doing.
- Making mistakes is a natural part of learning. Learners should be encouraged to take risks.





- Students learn Literacy skills every day at school
- Teachers take a mixture of whole class and small teaching groups to help children with learning skills in Reading and Writing.
- Teachers explicitly teach skills in Reading ,Writing, Spelling, Speaking and Listening.



Comprehension

Accuracy

Fluency

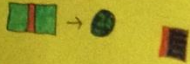
Extend vocabulary



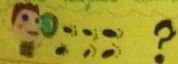
Comprehension

I understand what I read

Text-to-word connect



Infering is using
Clues and background knowledge



Use text features such as title, headings, captions and graphic features.

Use Main Idea and Supporting Details to Determine Importance.

Infer and Support with Evidence.

Visualising story elements and practice summarising to enhance meaning and understanding.

Accuracy

I can read the words

Checkers - breaking the words up

Blend sounds, stretch and reread

Use Beginning, Middle and Ending sounds

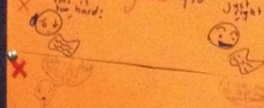
Skip the word, then come back

Fluency

I can read accurately, with expression, and understand what I read

Use Punctuation

Read appropriate level texts that are a good fit



Reread

Use punctuation to enhance phrasing
(eg. commas, full stops, exclamation marks etc) . , ! ? " "

Expand Vocabulary

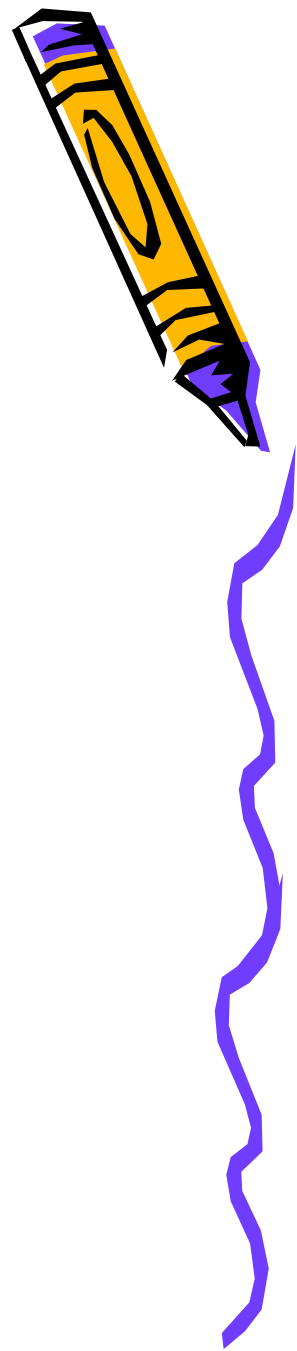
I know, find, and use interesting words.

Use dictionaries and thesauruses as a tool.

Adverbs are words that tell us how, where, when...

How? Where? and When?

Use word parts to determine the meaning of words
Use pictures, illustrations and Diagrams.



- Children love to do what they see adults doing.
- Importance of men as a role model, especially for boys.



Home Reading Program



- Once your child begins to bring books home from school, please remember:
- Most importantly it is meant to be a fun time and not stressful
- Share the books with your child by talking about the cover, title, illustrations and personal connections
- The books should be easy for your child, if not, feel free to read it to them.





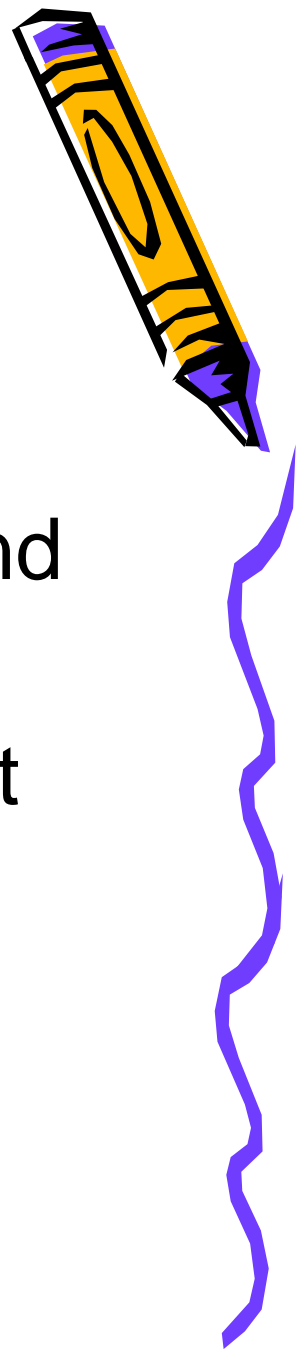
- As they progress in their reading, please try not to compare them with other children.
- Learning is not a race.
- There is a danger with pushing children to read harder and more difficult texts.



- **When they come to a word they are unsure about you can:**
 - **Give them a moment to pause and think**
 - **Prompt by asking what makes sense**
 - **Ask them to look at the picture**
 - **Ask them to read on and go back: What makes sense?**
 - **Ask them to look at the beginning letter/s**



MORE ABLE READERS

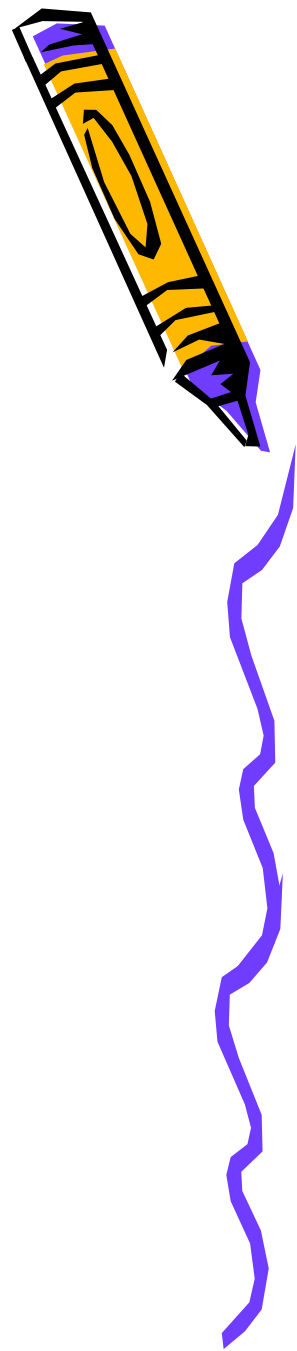


- Once children are reading independently, they will want to spend time reading by themselves.
- Great to ask questions about the text they are reading.



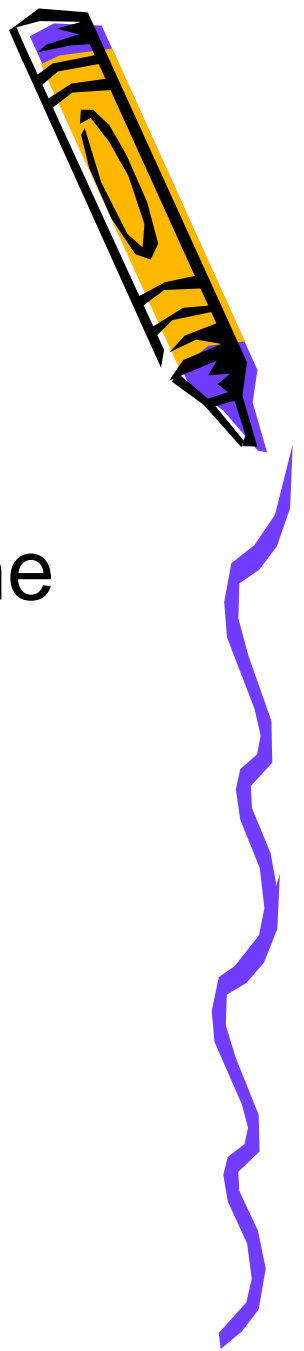
FICTION

- What is the story about?
- Who is the main character?
- What is the problem in the story?



NON FICTION

- Can you tell me five facts about ...?
- Tell me something you learnt from the text.



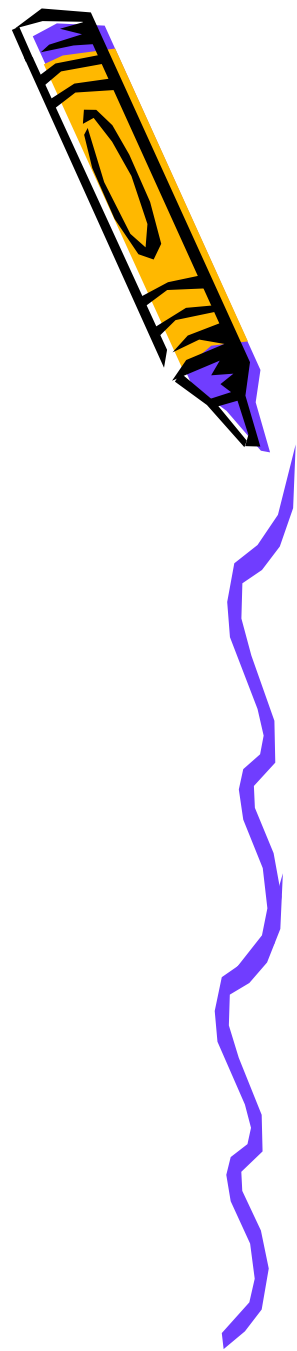
WRITING

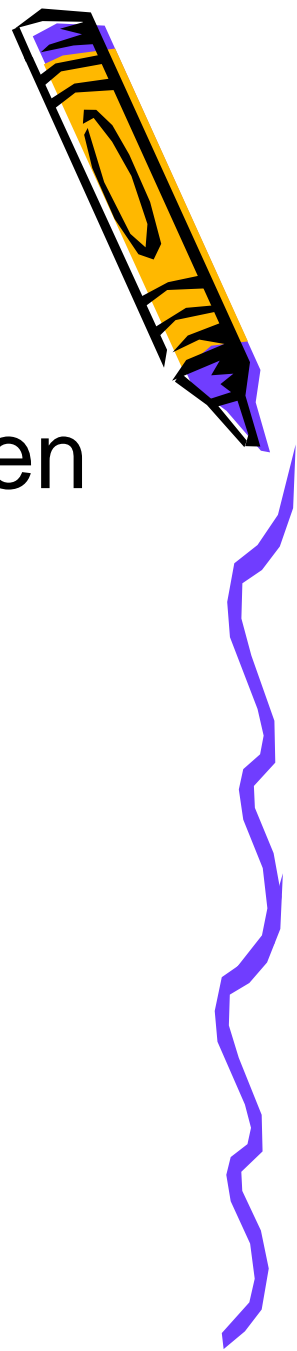
- Provide writing materials (special container)
- Remember that making mistakes is a natural part of learning.



WEBSITES

- Mem Fox
- Storyline Online
- Jim Trelease ...





- “Seek first to understand and then be understood.”

–Stephen Covey





- Talk with your child's teacher or the administration at the school if you have any questions or concerns.
- Relax - your child is in excellent hands.
- Enjoy the year!

