Welcome

Literacy Information Evening

Presented by

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Gradual Release or Responsibilities Model - Literacy

Reading Hour

Whole Class Learning Focus – Short, Sharp, Explicit Modelling Through Read Aloud or Shared Text

(Teaching Group)
Guided Reading
Reciprocal Teaching
Literature circle
Conferencing 1 on 1

Independent Reading – Student focus continues on the Comprehension Strategies, reading their ‘Just Right Books’

Whole Class Articulation Connected to the Focus & Success Criteria for All Students
Learning Focus

• A good reader uses punctuation marks to help them read.

Success Criteria:

• I know to take a breath at full stops and commas.
• I have used expression when reading out loud.
• I know what an exclamation mark is used for.
Comprehension Strategies

To ensure that our students become more proficient readers during first term we have focused on the teachers selecting the COMPREHENSION STRATEGIES. These Strategies are: -

- Prediction and Prior Knowledge
- Visualising
- Questions and Questioning
- Summarising
- Text Structures and Features
- Think Aloud
PREDICTION & PRIOR KNOWLEDGE

This strategy requires students to make predictions about what might happen next in the story that they are reading or how a character might react.

Students can use the following sentence starters to explain their understanding: -

- I think.....
- I’ll bet.....
- I wonder if.....
- I imagine.....
- Based on what

- Making connections in their text to themselves, their world and to other texts.
Questions & Questioning

Students ask relevant questions about their text before, during and after reading to ensure that they are developing an understanding of their reading.

- Who is.....?
- What is.....?
- Where is.....?
- I wonder......?
- I was confused when.....
- How could that be.....
Text Structures & Features

Student use appropriate language to talk about the structure of texts.

- Students use text structure and features to locate information from a variety of text.

Student look at the language (tense, vocabulary, signal words) for time and order and the type of support such as art work (illustrations, photographs, diagrams) and aids to organise language (context, index, Glossary).

- Student use text structure and features to anticipate story line.
Think Aloud

‘Think Aloud’ is when readers recognise, and talk ‘out loud’ through the process that is occurring in their head, as they read. Students monitor their own thinking process, adjust their thinking to achieve clearer comprehension, and use the ‘adjustment’ for any future refinement, in making, as they read.

An example of the ‘Thinking Aloud’ Strategy maybe..... I’m thinking..... because....., I’m wondering..... because.....’
Visualising

By creating a picture in our minds as we read we can understand the story better.

Creating images not only helps us comprehend, but helps us to remember.

- When I read this, I imagine this.....
- As I read, in my mind I see.....
- What kinds of pictures come to mind when I say the word/phase _________?
Summarising

This is where the main or key idea in a piece of text is identified and any unnecessary information is not included.

Sentence starters are: -

- The main idea is.....
- The KEY INFORMATION that I read was.....
- The most important thing that happened in today’s reading was.....
Classroom Libraries

- All classrooms have a ‘Classroom Library’ where students are able to self-select ‘Just Right’, texts borrow and make choices of the types of books, they are interested in having in their rooms e.g. Author, Topic etc.
5 Finger Rule
How to choose “Just Right” Books.

1. Look at the cover.
2. Read the title and the author.
3. Read the blurb in the back.
4. Flip through the book.
5. Read the first page.
6. Use the 5 Finger Rule.

0 – 1 Fingers – Too Easy
2 – 3 Fingers – Just Right
4 – 5 Fingers – Too Hard
Gradual Release or Responsibilities Model - Literacy

Writing Hour

Whole Class Learning Focus – Short, Sharp, Explicit Modelling Through Interactive Guided Modelled, Shared Writing

Small teaching group
- Interactive Writing.
- Language Experience.
- Guided Writing.
- Teacher Conducting roving conferences

Student engaged in Independent Writing Tasks, working on various aspects e.g.
1. Craft of Writing.
2. Genres – Writing Continuum.
3. Writing Process – planning, composing, recording, revising or publishing.

Whole Class Articulation Connected to the Focus & Success Criteria for All Students
What is a Writer’s Notebook?

- It’s like an artist’s sketchbook of the writing craft, e.g. thinking, planning.
- It is a place to write that is free of risk – The Writer’s Notebook should be a low risk, high comfort place for students to write. **No one is checking for grammar and spelling errors (however, individual writing conferences and editing occurs at the later stages).**
- It helps develop writing skills.
- It helps develop a curiosity about writing.
- It helps develop awareness of text types and genres.
- It is a writing tool that is used on a weekly basis.
- Not limited to print, students may include sketches, photos, and diagrams.
- It grows to support the Writer as they strive to ‘live’ like Writers.
Some examples of activities parent helpers may be involved in.

- Picture chats,
- Cooperative or small group work (e.g. readers theatre),
- Small group discussions – retelling, summarising the story,
- Questioning – Why did the character .... etc? What will happen next?
- Listening to a child read and all activities are linked to the learning focus.
- Helping individuals with writing: -
  - Writer’s Notebook and drafting **OR**
  - Writing Book – revising and publishing,
- Spelling – making and breaking words: -
  - Look, Say, Cover, Write, Check
- Making classroom materials/equipment.
Some examples of activities parent helpers may be involved in.

- Investigating Words.
- Book Introductions – talk about the cover (title, author, pictures) and browse through the pictures in the book and discuss events.
- Electronic Text – Ensure all connections are secure, check the volume levels, assist the children in following the text and completing activities.
- Listen to children read their writing – listen, praise efforts, ask “What do you want it to say?”
- Word/Letter Games – discuss the procedure and encourage turn taking.
- Handwriting – praise and encourage efforts.
Asking your child questions at home and at school.

These are the types of questions your child might be asked at school. You can include some of these questions when you talk about reading at home too.

- How do you think the character was feeling?
- How would you change the ending?
- How would you describe the changes in the character/setting?

These questions require your child to refer back to the text:

- What were the characters’ names?
- What was the setting?
- What did each character do?
- What happened at the beginning, middle and end of the text?
Asking your child questions at home and at school.

The following questions require your child to think about the main messages:

- What do you think is the main message in the story or text?
- Can you relate it to another event or issue?
- Do you agree with the views of the author?
- What is your opinion about the message in the story?
- How could other people see it differently?
Parent Helpers in the Literacy Block.

Beware of making judgements

• All children can learn.
• Children learn at different rates and have different learning needs.

Retain Confidentiality

• The privacy of both parents and children must be respected at all times.
• Do not mention the names of children or teachers with whom you are working in front of your own children or other parents.
• Children can easily be hurt by apparently harmless remarks from their peers or other children.
Parent Helpers in the Literacy Block.

Assisting in the classroom under the direction of the classroom teacher by: -

• Working with small groups of children.
• Providing a role model for learning.

Being a valued member of the school community: -

• Your support in the classroom will ensure that children remain on task while the teacher is working with other groups.