

Partnerships at Papamoa School



Literacy Guide



Where everyone **ACHIEVES** as Active Literate Numerate Inquirers

Dear Partners in Education,

To aspire to **achieve**, priority at all levels of schooling is placed on the successful development of Literacy and Numeracy skills. This information guide is focusing on ways to help your child develop in literacy, specifically reading.

This Literacy Document is specifically aimed at providing parents/whanau/caregivers with tools that can be used in the home that will help to support your child's learning in the classroom. We believe that children are likely to learn more effectively when they are motivated and happy, and their parents/caregivers are knowledgeable and positively involved in their learning.

It is important to be aware that children learn at different rates and often through different paths/styles. Boys commonly progress differently from girls. Progress can often be uneven, with a period of rapid learning followed by a plateau or even a slight decline.

Our hope is to provide you with some practical ways to help your child learn.

Your partner in education

Phil Friar
Principal



Literacy

Literacy is critical to enable students to engage successfully with all aspects of the curriculum. It would be wonderful if all children learned to read the day they start school, but just as children don't all learn to talk at the same rate, the same is true with learning to read. The Reading Progressions below are an indication of how children progress as they learn to read.



Reading Progressions



Beginning School – children should be able to:

- communicate needs, ideas and viewpoints and connect stories to their own experiences
- hold a book the right way up and “read” very familiar stories by reciting them
- identify the first letter of their name and read their name
- identify some signs and symbols from their environment

After six months at school – children should be able to:

- expect a book to make sense and understand that they read the words, not the illustrations
- understand that sounds combine to form words and that sounds are represented by letters
- use word-solving strategies (using their knowledge of letter sounds)
- recognise approximately 25 high frequency words

After two years at school – children should be able to:

- recognise between 300 – 500 words.
- understand that texts have purpose and are written for audiences
- apply strategies to work out words and to find the meaning of unknown words
(re-reading; using clues in the sentence before and after; inference etc).
- use fix-up strategies when words do not fit in with the context and / or visual information
- respond to the themes, plots and characters and be able to summarise the main points

By the end of Year 4 – students should be able to:

- apply strategies and use inference to work out the meaning of new words
- use reference sources to find meanings of words
- use prior knowledge and context to work out the meaning of unfamiliar phrases and expressions and cross check and re-read to monitor their reading
- read for sustained periods (twenty to thirty minutes)

By the end of Year 6 – students should be able to:

- read for sustained periods (thirty minutes or more)
- sustain meaning in longer novels and across a variety of texts
- explain a variety of strategies for finding and learning the meanings of unknown words
- monitor their reading for accuracy and have a sense of confidence that to adjust their reading when they encounter difficulties
- use strategies that include skimming, scanning, identifying key words, topic sentences and key questions using subheadings
- compare and evaluate information and ideas across a small range of texts

By the end of Year 8 – students should be able to:

- select texts at their reading level to meet specific reading purposes (e.g. to find out information or to learn how to do something)
- understand academic vocabulary such as identify, summarise etc
- Use a variety of strategies to comprehend a text and to gather and synthesise information
- identify and evaluate writers' purposes and apply some criteria to evaluate texts

By the end of Year 10 – students should be able to:

- draw upon a large vocabulary that is connected to their own knowledge of the world that includes academic, subject specific and technical words related to curriculum areas
- use strategies to comprehend complex texts and to read flexibly to find and understand information that is not readily accessible
- use strategies to locate, analyse and summarise information
- explain some of their personal preferences for reading



Helping Your Child...

There is a lot you can do to help your children improve their literacy skills. *The secret is to connect learning to everyday experiences, to your children's interests and to make it fun.*



Language

Extend your children's language experiences in everyday situations. Talking to them and listening to them talk is key to developing a sense of how language works.

In the garden and outside your house:

- discuss the colours, smells and sounds in nature
- talk about the plants and animals (for example their beauty, their use or importance, and how simple or complex they are)
- talk about the effects of the moon, the sun, the rain, and the seasons on the garden

In your street:

- talk about and practice road safety. Read the street signs and road names. Look at and talk about vehicles and pedestrians, observing how traffic flows and why it flows like this. Discuss the words like "crescent", "lane", "motorway", or "walkway"

When television is on:

- communicate as much as you can while watching television with your child. Explain what you are watching and hearing and share your opinion of it.

While playing games:

- teach your child the rules of the games and talk about why games have rules
- encourage your child to recognize patterns on dice and count in board games
- help your child to take turns and develop a sharing attitude
- teach your child honesty and fairness
- discuss feeling happy when you lose a game

Games you and your child could play include:

- Guess What I'm thinking? (the players ask questions that can't be answered "yes" or "no" to get clues to what the person who is "in" is thinking)
- Guess What I can See? Or I Spy
- Who Can FindFirst?
- Hide and Seek
- games like Marbles or Knuckle Bones
- playground games like Hopscotch, skipping and rhyming games.
- sports (for example, baseball, cricket, netball, running races or catching a ball)





At the shops:

- make up a shopping list together and check the items off
- select the items together and talk about them as you place them in the trolley
- read the labels on products
- weigh things and read the weight
- count up the cost, count out the money and talk about the change
- talk about what products are for, where they come from and what they are used for
- look at the ingredients list to find out what is in the product

In the car:

- talk about things that are happening around you, whatever you can see (for example, on the road ahead, on the footpath, along the roadside etc)
- talk about where you are going and why you are going there
- if travelling long distances, use a road map and talk about the places you will pass through
- talk about how to put on a seat belt and why we need to wear one
- discuss features of the road (for example, pedestrian crossings, lights, and signs)
- talk about road signs and write them down when you get home

In the home, you could:

- make up a “to do” list with your child and check this off together as each task is completed
- prepare breakfasts and lunches with your child
- solve problems together as a family, so that everybody “owns” the problem and shares the solutions
- sing or say nursery rhymes, poems, and your favourite songs, including the songs of your culture
- teach your child traditional ways to make or use objects that are part of your culture
- tell traditional tales and talk about your memories and experiences
- have books in the home and model reading by reading a lot (read books yourself and read to your child)
- teach your child about safety in the home
- teach your child what to do in an emergency, such as fire, flood, earthquake, accident, or burglary (for example, when and how to dial 111)
- Look at the newspaper and recognize smaller words, read the headlines and talk about what it is saying
- Use chalk to draw/write on the footpath
- Look through magazines and talk about what is in them
- Keep an ideas diary

Language Tip:

When children hear language used within functional contexts (such as what needs to be bought at the shops), their understanding of words and their meanings increases. Model grammatically correct five-six word sentences.

Reading

Reading with your child at home



Learning to Read (Yrs 1 – 5)

- **Choose a time that is right for you and your child.**
Discuss the best time with your child so that your child feels that she or he owns the time with you and is happy to take part. It's best if it is free from distractions or noises.
- **If possible, your child should read together with someone every day.**
Have others in the family take turns reading with your child too. Encourage other children in the family to read to each other.
- **Reading together need not take long, but it should be quality time.**
- **Talk to your child about your own experiences.**
Share what you know about the ideas in the book and other ideas that relate to the book.
- **Encourage your child to talk and ask questions.**
Talk together about the pictures. Talk about the title.
- **Predict the story as you read** – talk about what you think might happen next and why you think it may happen.
- **Ask questions sometimes** – this helps your child to feel involved (But don't ask too many questions, just enjoy lots of conversation).
- **Praise and encourage your child.**
Tell them how wonderful they are becoming and how special this time is for you.
- **If your child makes a mistake, just help** by repeating the word or sentence correctly and let the child try again. Be a good model so that your child can see and know how to do it.
- **Find a series of books** your child has an interest in. e.g. Captain Underpants. This will help develop their love of reading. If unsure, ask other parents what their children love to read or have read to them.
- **Reading in bed.**
Allow your child to have the light on at night to read in bed.
- **Retelling**
Have your child retell the story to someone who has not heard it.
- **Make it a mixture of reading to, with and alongside your child.**
- **Make it fun!**

Reading to Learn (Yrs 6 to 10)

- Show an interest in what your child is reading
- Show an interest in reading yourself (role model)
- Talk about the importance of reading in your day to day life
- Talk with your child about newspaper current events articles
- Encourage your child to be an active member of a library
- If your child has some idea about their future, talk to them about the importance of reading information about their chosen field



Reading Tip:

The most important thing is to talk about books, share them, and love them.

Books for Everyone

If you are interested in finding a book that your child will enjoy please make use of the following resources:

Books to borrow that are free:

- Your child's classroom teacher
- The school library
- The Syndicate Literacy Leader
- The Public Library

Mount Maunganui Library

398 Maunganui Road

Mon – Fri 9.30am – 5pm

Sat 9.30am – 1.30pm

Papamoa Library

15 Gravatt Road

Mon – Fri 10am – 6pm

Sat & Sun 10am – 2pm

www.library.tauranga.govt.nz

Where to buy:

- **Paper Plus**
Palm Beach Plaza
574 1073
www.paperplus.co.nz
- **Whitcoulls**
Fashion Island
928 7034
www.whitcoulls.co.nz
- **Books A Plenty**
28 Grey Street, Tauranga
<http://booksap.netstep.co.nz>
- www.ferrit.co.nz/fiction-books
- www.trademe.co.nz