

Early Stage 1 Workshop

Literacy Parent Information Evening

Requests from Kindergarten parents ...

— — —

- Ways to support reading and writing
- How you teach her to read and what to expect at end of Term 1 and end of Kindy class
- Child's reading level; how to progress with reading; any phonics?
- How to make writing interesting; how to make children remember words
- How to help kindies to do some writing like small notes etc.
- I would like to know what is taught in the classroom so we can continue at home in the same way.
- Strategies being used for Reading and Writing in Kindergarten
- Ways in which to help and guide my child in this subject

Reading

Writing

-

Early Stage 1

Kindergarten

9-10 hours of English each week

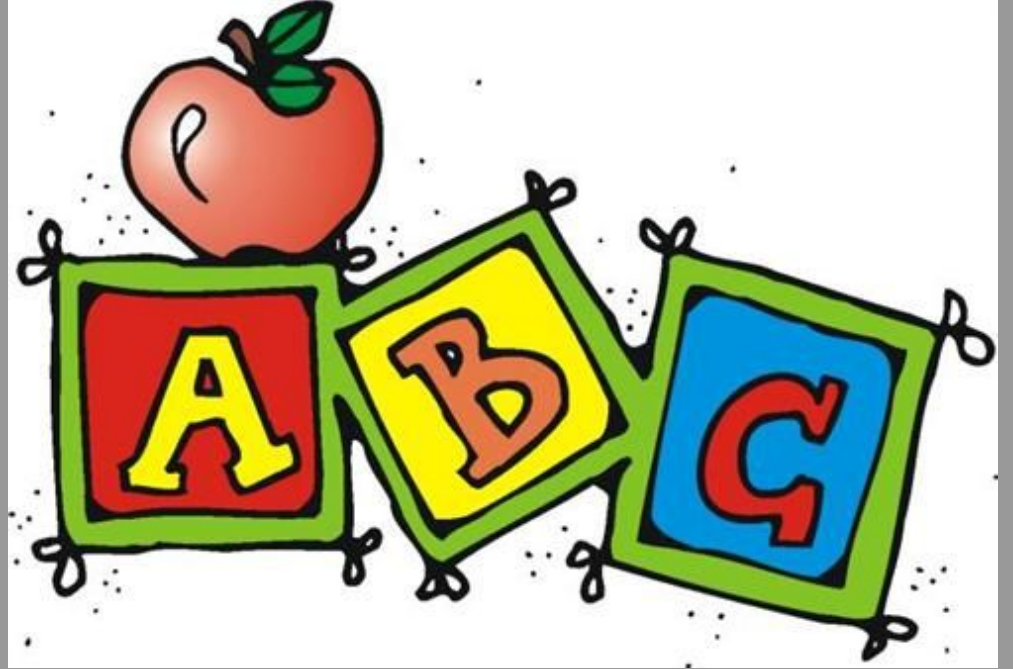
Across the week ... up to 50 hours!

Literacy in other Key Learning Areas...

Tonight we will barely touch the surface of the curriculum.

— — —

Oral/Phonics



Letters and Sounds

— — —

Students are involved in Letters and Sounds (Phonics) program 4 times a week for 20-30 minutes.

Students learn the graphemes (letters) and phonemes (sounds) so that they can learn to read and write.

Letters and Sounds Lesson Overview

- — —
- **Revisit and Review**
 - Rhyming, Alliteration, Syllables (Phase 1 - Term 1)
 - Previous phonemes taught
- **Teach (Teacher explicitly models and explains)**
 - High Frequency words for the week
 - New graphemes (letters) and phonemes (sounds) for the week
 - Model segmenting and blending with new graphemes.
- **Practise (Teacher guides students as they practise new content)**
 - Students practise blending and reading and spelling words with new graphemes
- **Apply (Students apply new content as independently as possible)**
 - Students read OR write a caption/sentence containing the new graphemes

Letters and Sounds Lesson

— — —

Let's try a lesson!

Learning Intention: We are learning:

- the graphemes and phonemes i n m d so we can read and write words with them.

Success Criteria:

I know I am successful when I can:

- name the graphemes i n m d and the phoneme they make.

Reading



Reading in Kindergarten

— — —

We read both predictable and decodable texts.

We begin with basic **concepts about print**

- Front and back cover
- Blurb
- Where to start reading
- Visual literacy

Reading in Kindergarten

— — —

Decodable books using our letters and sounds that they have been exposed too, to practise and apply skills learnt.

Predictable texts allow students to apply skills learnt. If they come across tricky words we will tell them however, if it is a word they can sound out using the sounds learnt we encourage them to sound it out.

Reading Strategies ...

— — —

Meaning

- Would 'X' make sense?
- Would 'X' fit in here?
- (When a student breaks a word and gives a possible word) Allow them to read to the end of the line ... were you right? (do this sometimes when they are right in order to encourage consistent monitoring of text)

Structure

- You said ... can we say it that way?
- Is that a capital letter or a lower case one?
- Read up to the full stop

Visual

- What else can you see?
- Would 'X' start like that?
- Do you think it looks like 'X'?
- Do you know a word that looks like that?
- What can you see that might help?



Term 1- Pre-Writing skills

— — —

- Worked on Downward stroke, Clockwise and Anti-clockwise movement
- Basic punctuation
 - Capital letters
 - Finger spaces
 - Full stops

Term 2

— — —

- **Dictated sentences (5 days a fortnight)**
 - Teacher will read out a sentence that the students can write using the Tricky words and the letters and sounds learnt.
- **Free Writing (once a week)**
 - Stimulus or free writing

Practical Ideas

— — —

- If your child doesn't know a tricky word we encourage you to tell them how to spell it
- For CVC words (eg. dog) use phoneme fingers and sound boxes to help them sound out the word and write the sounds.

Writing Lesson

— — —

Let's try a lesson!

We are learning:

To compose a sentence using known graphemes and phonemes

Success Criteria

I know I am successful if I can:

- Capital letter
- Full stop
- Finger spaces
- Sound out

Feedback



Did you find tonight's information evening helpful?

Would you attend another Literacy information evening?

What topic would you like to receive more information about?

— — —