

# SFCC K-4 LITERACY INFORMATION EVENING

**Wednesday 8th May 2019**

# ACKNOWLEDGEMENT OF COUNTRY

We gather today in this special place to continue our learning journey together.

We acknowledge Aboriginal and Torres Strait Islander people as the traditional custodians of the land upon which we meet.

We pay our respects to the elders of the past, present and future and acknowledge their spiritual connection to country.

# PRAYER

Father of light and wisdom,  
thank you for giving me a mind that can know and a heart  
that can love.

Help me to keep learning every day of my life, no matter  
what the subject may be.

Let me be convinced that all knowledge leads to you and let  
me know how to find you and love you in all the things you  
have made.

# PRAYER

Encourage me when the studies are difficult and when I am  
tempted to give up,  
Enlighten me when my brain is slow and help me to grasp the  
truth held out to me.

Grant me the grace to put my knowledge to use in building  
the kingdom of God on earth,  
so that I may enter the kingdom of God in heaven.

# PRAYER

**Leader:** Blessed Edmund

**All:** Pray for us

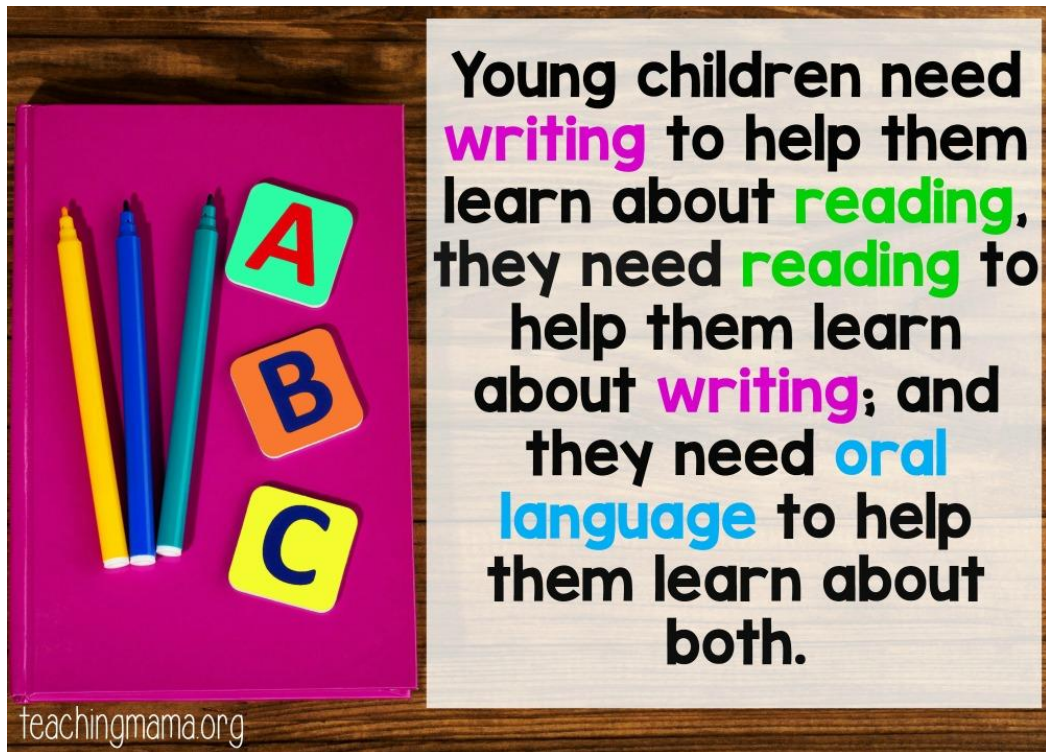
**Leader:** St Francis

**All:** Pray for us

**Leader:** May Jesus live in our hearts

**All:** Forever

# WHAT IS LITERACY?



# LITERACY IN K-4

- ❑ Speaking and Listening
- ❑ Reading and Viewing
- ❑ Writing and Representing
- ❑ Spelling:
  - ❑ Letters and Sounds Program (Kinder - Year 2)
  - ❑ Spelling Program (Years 3 - 4)



ORAL LANGUAGE



# LISTENING AND SPEAKING COME FIRST

Children listen and speak **before** they read and write

Babies listen and respond to parents through looking, smiling, laughing, dancing to music and making sounds.

Oral language is the foundation of reading and writing.

Reading comprehension is enhanced from a higher vocabulary.

You can't write what you can't say.

# HOW DO CHILDREN LEARN TO TALK?

## **They require:**

Good speaking and listening models

An interactive environment

Exposure to books and games

Encouragement to play and make believe

Encouragement to talk in a variety of situations with a variety of people  
e.g. shops

Repetitive language (eg. rhymes, stories)

An expectation to communicate e.g responses



# ORAL LANGUAGE OPPORTUNITIES



# SENTENCE STARTERS?

1. What was the funniest thing that happened today?
2. Did you find anything hard today?
3. What games did you play at lunch/recess?
4. What did you learn today?
5. What's the nicest thing you did for someone today?
6. What are you looking forward to tomorrow?
7. What was the best and worst part of your day?
8. What did you do in Science today (art, music etc.)?
9. What subject did you enjoy the most today? Why?
10. Who made you smile today?

# HOW TO CORRECT YOUR CHILD

## **Model and repair**

This is a positive way to stress the words or grammar you

want the child to learn

Naturally include this in conversation

–For example:

–**Child:** *Him felled down the stairs*

**Adult:** *Yes. He fell down the stairs*

## **Expand**

This exposes the child to more complex language

–For example:

**Child:** *The dog's barking*

**Adult:** *Yes. The dog's barking at the car*

## Prompt

Use a prompt if the child is unable to answer your question

Use an open ended sentence eg. ***“He is running because he is being.....”***

Provide first sound of the target word eg. ***“His name is Tr...”***

Use a sound or word to indicate that you wish the child to continue eg. ***“mmm”, “oh really”, “...and...”***

Actions are useful prompts eg. *Arms open wide to indicate ‘large’*



# WORKSHOPS

**Kindergarten:** Mrs Borg and Mrs Harris - 3 Blue Classroom

**Year 1:** Miss Small and Mrs Vaga - 3 Green Classroom

**Year 2:** Miss Papadam and Miss Iordanou - 4 Blue Classroom

**Years 3 and 4:** Miss Laidlaw, Mrs Davidson and Mrs Jeymour - Hall