

# Stage 2 Workshop

Literacy Parent Information Evening

# Requests from Year 3 and 4 parents ...

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- *My child's reading skill levels...*
- Best ways to support my child to improve his skills in reading and writing...
- I would like to know what's the breakdown of curriculum learning in class and how I can help my child at home...
- Ways in which I can guide my child to the expected outcome for his grade...
- How to help my child with writing...
- Ways to support reading and writing...



# Stage 2

Years 3 and 4

8-10 hours of English each week

Across the week ... up to 50 hours!

Literacy in other Key Learning Areas...

Teachers go to university for 4 years and attend ongoing PD!

Tonight we will barely touch the surface of the curriculum.

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# Reading



## By the end of Stage 2 ...

Students independently **read, view and respond** to familiar and challenging texts and **justify interpretations** of ideas, information and events using a range of skills and strategies. They integrate a **range of skills and strategies** efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify **literal information** in texts and **make inferences**, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the **structural and grammatical features and purposes** for a range of **written, visual and multimodal texts**.

# Written ... visual ... multimodal ... TEXTS!

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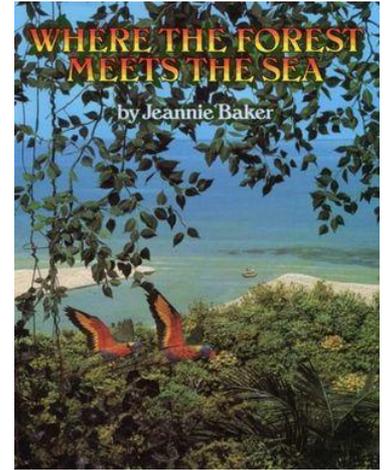
Therefore ... read, view, respond ...

Reading pathways

# Visual Texts

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- Visual literacy concerns how meaning is made in still and moving image texts.
- It involves closely examining diverse visual texts across a range of text types.

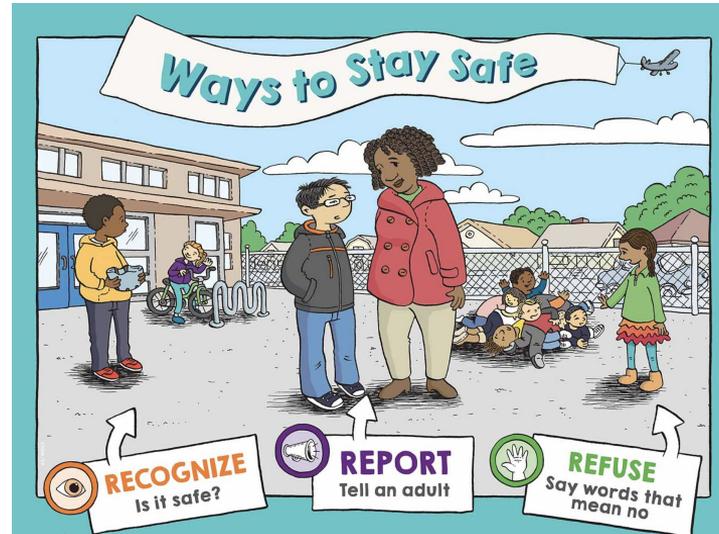


# Multimodal Texts

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A multimodal text conveys meaning through a combination of two or more **modes**:

- Written meaning
- Spoken (oral) meaning
- Visual meaning
- Audio meaning
- Spatial meaning
- Gestural meaning



# Types of Multimodal Texts

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**Paper-based multimodal texts** include picture books, text books, graphic novels, comics and posters.

**Live multimodal texts** include dance performance, and oral storytelling, convey meaning through combinations of various modes such as gestural, spatial, audio and oral language.

**Digital multimodal texts** include film, animation, slide shows, e-posters, digital stories, podcasts and web pages.

# Range of SKILLS and strategies

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Skills - “Learning to Read”

- Using visual information
- Automatically read high frequency words
- Reading on
- Re-reading
- Predicting what would sound right?
- Predicting what would make sense?

# Range of skills and STRATEGIES

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Strategies - “Reading to Learn”

- Visualising
- Monitoring
- Predicting
- Making Connections
- Questioning
- Summarising

# Levels of COMPREHENSION



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**Literal** - the answer is **right there** in the text. Look for information that is directly stated.

**Inferential** - the answer is in the text but you may have to search for it. Look for clues which can help you to ‘**read between the lines**’.

**Evaluative** - the answer is not in the text. **Use your own knowledge and experiences** to respond to ideas in the text.

# Useful resource to support home reading...

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Read4success -

<https://www.read4success.com.au/strategies-to-support-struggling-readers>



## By the end of Stage 2 ...

Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.

# Types of Texts

→ Purpose

→ Audience

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Imaginative (e.g. narrative, poetry)

... to entertain

Informative (e.g. information report, explanation)

... to inform

Persuasive (give a point of view e.g. debate, discussion)

... to persuade

→ Structure

→ Language and Grammatical Features

# Writing process ...

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Draft

Proofread and edit

Act on feedback

Publish

# Practical tips...

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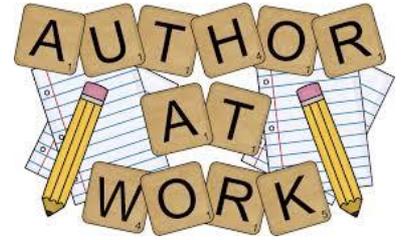


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- Writing should always be **relevant and meaningful!**
- Encourage children to **write, write, write!**
  - Shopping lists
  - Send letters and cards to friends
  - Write emails
  - Keep a diary
  - Publish personal stories
  - Label photos in the family album
  - Locate writing apps such as *Book Creator*

# Practical tips...

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- Give children opportunities to **read their stories aloud**. Listen with a focus on the message they express. Comment on what they have done well.
- Create a **community of writers**. Provide a quiet place for writing with lots of writing materials. Leave notes for each other, write poems for your children and send messages in their lunch box.

# Practical tips...

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- Play **writing games** e.g. one person writes the beginning, another the middle and the other writes the end of a family story.
- <https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf>

# Year 3 and 4 Program



# An approach to spelling that:

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Teaches students to become linguistic inquirers and word wizards (rather than rote learning lists of words)

Connects spelling to current units of work across all Key Learning Areas

Is based on assessment of student knowledge

Incorporates phonology, orthology, morphology and etymology

# Example

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**Phonology** - knowledge of sound to letter correspondences eg: initial and final consonants, blends, short vowels.

**Orthology** - the sequences of letters and in particular to letter patterns. English orthographic system relies on 26 letters to represent 44 sounds (phonemes) eg: r controlled, double letters.

**Morphology** - the study of parts within words that signal meaning and/or grammar eg prefixes or suffixes.

**Etymology** - the study of the history of words eg: Latin

# responsible

## Phonological lens

- break into phonemes
- how many phonemes?
- break into syllables
- number of syllables
- syllable types
- onset and rime
- parts that can/can't be phonetically written
- rhyming words

## Orthographic lens

- small words within
- tricky letter patterns
- remind you of other words?
- spelling rules
- mnemonics to help memory

## Morphological lens

- meaning
- sentences
- plural
- opposites
- word family
- how many morphemes
- bound or free?
- base word
- origin

# 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?

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