

Year 1 Workshop

Literacy Parent Information Evening

Stage 1

Year 1

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.

****Beginning of a two year stage**

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Reading and Writing

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3 Types of Text:

-Imaginative

-Informative

-Persuasive



So much more than reading words on a page!

- We read to make meaning
- Link between their own experiences and information in texts (Text choice)
- Fluency and intonation
- Comprehension
- Explore purpose, audience and subject of texts

Reading in Year One

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Decodable books using our letters and sounds that they have been exposed to, 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 and Skills

Meaning	Structure	Visual
<ul style="list-style-type: none">-You said... Does that make sense?-Would X make sense?-Would that make sense?-Would 'went' fit in here?	<ul style="list-style-type: none">-You said... Can we say it that way?-Is that a capital letter or a lower case one?-Read up to the full stop	<ul style="list-style-type: none">-What else can you see?-Would X start like that?-Does it look right?-Do you think it looks like 'went'?-Do you know a word that looks like that?-I liked the way you were using your eyes.-What can you see that might help?

Supporting 'Active' Learners

- You try it
- Are you right?
- How did you know it was right?
- What do you think?
- You made a mistake on this page. Can you find it?
- You solved the puzzle. How did you do that?
- Mother Bear is asking a question. How would she ask a question?
- Comprehension questions throughout, eg. How did Mum trick Greedy Cat?
- Try that again and think what would make sense
- Try that again and think what would sound right and look right


Comprehension- Literal and Inferential

make
Connections

Does this remind
you of something?
Has it ever
happened to you?

This is like the book...
It's the same problem I had...
It reminds me of...
It's like the time when...

**Make connections
between different
things I have
read, seen or done.**




Teach **THIS**

Predict

What clues help you
work out what
might happen next
in the story?

The book title tells me...
The pictures tell me...
The blurb tells me...
I predict...

**Use clues in
pictures to help
figure out what
might happen
next.**



Teach **THIS**

Summarise

Find,
organise and
retell the **most
important parts**
of the text.



**SUPER
6**

Teach **THIS**

Literal to Inferential

Here questions: I have to find the matching answer. It is in the text

Hidden questions: I have to find a clue in the text and link it with what I already know

Head questions: I have to use my prior knowledge

Writing- By the end of Stage 1 ...

Students:

- use knowledge of letter-sound correspondence
- use sight words
- use regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words.
- They write consistently and clearly using NSW Foundation Style
- Students reflect on and assess their own and others' learning.

Practical Ideas

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- Oral strategy first! Verbalise ideas more than once
- Encourage child to monitor writing
- If your child doesn't know a tricky word we encourage you to tell them how to spell it (lessen their cognitive load)
- Sound boxes for writing

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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