Literacy Information Night
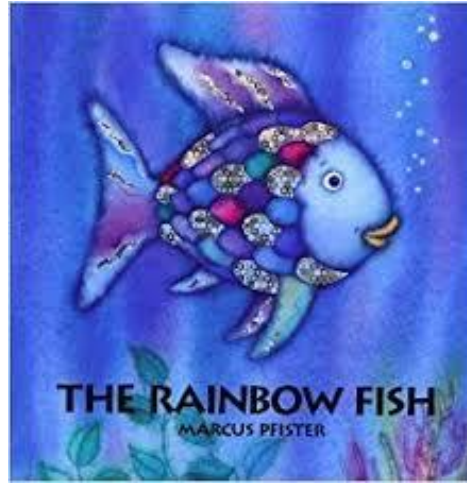## Year 2 2019

Term 1: Reading

★ **Comprehension Strategies:**
- Predicting
- Visualising
- Questioning
- Inferring
- Making connections:
  - Text-Self
  - Text-Text
  - Text-World

★ **Model reading:**
- Fluency
- Expression
- Self-correction

★ Vocabulary

THE RAINBOW FISH
MARCUS PFISTER

Mentor Texts - Term 1:

- The Rainbow Fish
- Pearl Barley & Charlie Parsley
- Henry & Amy
- The Gruffalo
- Amy & Louis
- My Two Blankets
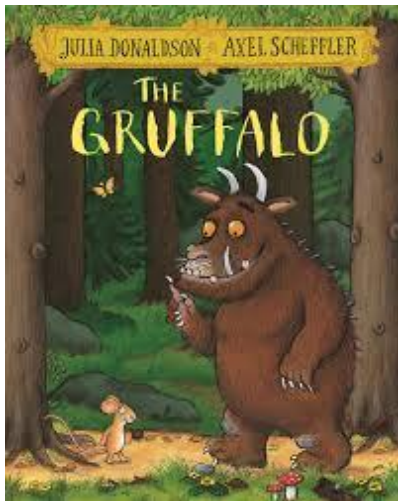- Minuscules - Picnic
- Angry Arthur

Term 1: Writing

We are learning to write a character description.

We are learning to write an imaginative text based on a stimulus.

★ Adjectives
★ Compound sentences
★ Punctuation
★ Dialogue - speech marks
★ Similes
★ Editing
★ Applying feedback

JULIA DONALDSON · AXEL SCHEFFLER
THE GRUFFALO

Mentor Texts - Term 1:

● The Rainbow Fish
● Pearl Barley & Charlie Parsley
● Henry & Amy
● The Gruffalo
● Amy & Louis
● My Two Blankets
● Minuscules - Picnic
● Angry Arthur

Term 2: Reading

★ Features of an Informative Text
★ **Model Reading:**
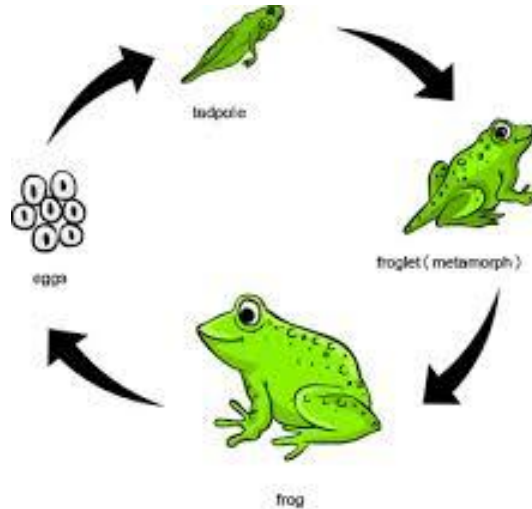 ○ Monitor reading
  ○ Self-correction
★ Vocabulary - glossary
★ Fact & Opinion
★ Respond to Punctuation
★ **Comprehension Strategies:**
  ○ Questioning
  ○ Visualising
  ○ Summarising

tadpole

froglet (metamorph)

eggs

frog

Mentor Texts - Term 2:

● Life Cycle of a Frog
● Life Cycle of a Butterfly
● Life Cycle of a Bee
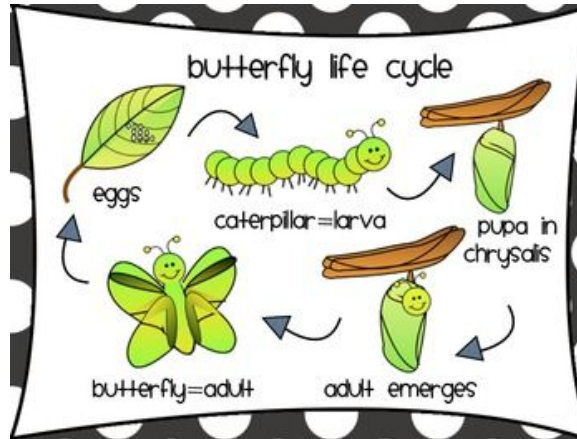● Life Cycle of a Bean
● Life Cycle of a Chicken

Term 2: Writing

We are learning to write an explanation about the lifecycle of a chicken.

We are learning to write an information report.

★ Define unknown words, apply them in sentences
★ Write a list of facts
★ Sequence and label life cycle
★ Plan ideas
★ Write an opening statement
★ Write a concluding statement
★ Paragraphs
★ Punctuation
★ Editing

butterfly life cycle

eggs

caterpillar=larva

pupa in chrysalis

butterfly=adult

adult emerges

How can I improve my child's writing and spelling?

- **Plan**
  - Speak their ideas first (speech to text).
  - What will happen at the beginning/middle/end?
  - Word bank - 'Wow' Words: adjectives, nouns, technical language, etc.
- **Reread**
  - Does it make sense?
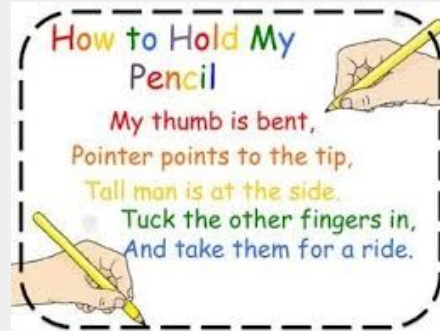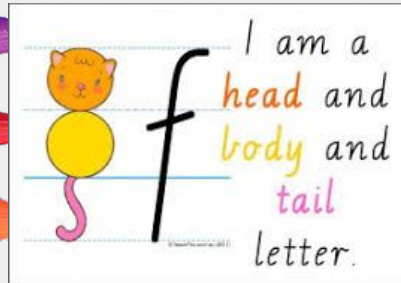- **Writing Ideas for Home:**
  - **Purpose** and **audience** for their writing - E.g. Write instructions on how to tie shoe laces for your sister, write letters (to cousins, friends, etc.)
  - Journal writing - handwritten or iPad
  - Story book
  - Alternate ending - rewriting the ending to their favourite book.
- **Spelling**
  - Letters & Sounds (homework) - sound talk, break the word into syllables.
  - Dictionary - meaning

How can I improve my child's handwriting?

- Head, body and tail letters - correct letter formation.
- Correct pencil grip
- Fine motor activities to strengthen muscles in fingers - playdough, making bead jewellery, weaving around cardboard.

I am a head and body and tail letter.

How to Hold My Pencil

My thumb is bent,
Pointer points to the tip,
Tall man is at the side.
Tuck the other fingers in,
And take them for a ride.

How can I develop my child's love of reading and writing?

- Visit the local library and borrow books that they're interested in - a range of texts (books, comics, non-fiction).
- Book Review of books they've previously read.
  - Why did/didn't you like the book? Reading log (homework)
- Home readers - one fiction and one non-fiction.
- Read to someone.
- Record their reading voice and listen to it - self reflect.
- **Writing Ideas for Home:**
  - Purpose for their writing - E.g. Write instructions on how to tie shoe laces for your sister, write letters (to cousins, friends, etc.),
  - Journal writing - handwritten or iPad
  - Story book
  - Alternate ending - rewriting the ending to their favourite book.

What strategies can I use when my child forgets a word when reading?

- Picture walk before reading the book.
- Frame the word.
- Write tricky word on a post-it note before and during reading the book.
- Find the little words in big words.
- Sound talk the word.
- Reread the sentence.
- Read on and go back to the word.
- 'Word of the Week' - read the word before/after school, before/after dinner, etc.

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?

HOW TO GIVE EFFECTIVE FEEDBACK

BE SPECIFIC

BE TIMELY

BE SINCERE

OFFER HELP

the balance