

K-2 Literacy

Teachers:

Learning Coach – Mrs Geelan

ES1 – Mrs Stone

ES1 – Miss Stivactas

S1 – Miss Gomez

S1 – Sr Teresa

Prayer - Unity



*One was a teacher; the tools he used
Were books, music, and art.*

*One a parent with a guiding hand
And a gentle loving heart.*

*I dreamt I stood in a studio,
And watched two sculptors there.
The clay they used was a young child's mind,
And they fashioned it with care.*



Prayer - Unity

*Day after day, the teacher toiled,
With a touch that was deft and sure.
While the parent laboured by his side,
And polished and smoothed it over.*



*And when at last, their work was done,
They were proud of what they had wrought.
For the things they had moulded into the child,
Could neither be sold nor bought.*

Prayer - Unity



"The vision for the school is so impressive, building the kids to achieve in all areas."



"The humble, family orientated feel of the school nurtures our children as learners. The way the year started with the whole school in prayer set the scene for a great year."



*And each agreed they would
have failed
If they had worked alone,
For behind the parent stood the
school
And behind the teacher the
home.*

Introduction

Syllabus Requirements

English – Objectives

- *To **communicate** through speaking, listening, reading, viewing, writing and representing (CC)
- *To use language to shape and make meaning **according to purpose, audience and context** (W)
- *To think in ways that are **imaginative, creative, interpretive** and **critical** (TCC)
- *To **express themselves and their relationships with others** and their world (MR)
- *To **learn** and **reflect on their learning** through their study of English (M)

English K-10 Syllabus 2012

Literate

Understand and use language effectively:

Speaking and Listening

Reading and Viewing

Writing and Representing

(interconnected)

What is speaking and listening?

Social Skills

- *Accepting differences
- *Asking for help
- *Communicating clearly
- *Complimenting others
- *Disagreeing politely
- *Encouraging others
- *Following directions
- *Listening actively
- *Participating equally
- *Resolving conflicts
- *Sharing materials
- *Staying on task
- *Taking turns
- *Taking risks
- *Using quiet voices
- *Waiting patiently

Prerequisite to reading and writing

Teaching speaking and listening



Good Manners



THINK
...BEFORE YOU SPEAK

T...IS IT TRUE
H...IS IT HELPFUL
I...IS IT INSPIRING
N...IS IT NECESSARY
K...IS IT KIND

What is reading and viewing?

Letters, sounds & words

Images

Experiences – language & life

... a **message-getting problem-solving** activity which **increases in power and flexibility** the more it is practised

(Becoming Literate: The Construction of Inner Control, Marie Clay 1991)

Teaching reading and viewing

Entertained
(video)



Persuaded
(poster)



Informed (step-by-step instructions)

What is writing and composing?

... a means of clearly communicating an intended message to an audience that is not physically present ...

Teaching writing and composing

Prewrite

- Think about it
- Choose a topic
- Make a list
- Make a story map
- Tell the story across your fingers
- Organize your ideas

Planning

I am organizing my ideas.

I could use planners, pictures or words to help me.

Drafting

I am using my plan to write.

This is my first copy. I am focusing on using lots of interesting and relevant information.

5 Peer Reflection

Share your story!

4 C.U.P.S. to Edit

Capitals
Usage
Punctuation
Spelling

3 READ. to Revise

Rearrange
Exchange
Add
Delete

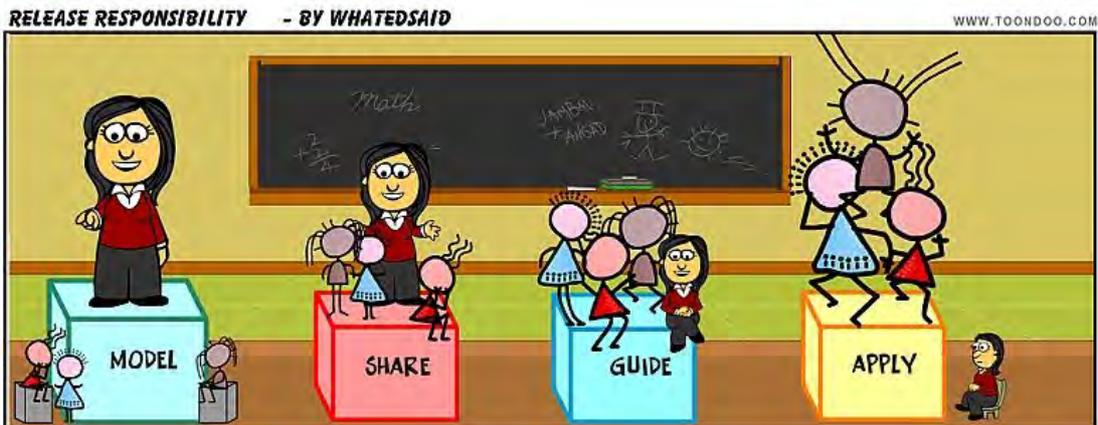
Going Deeper - What's Important?

Teaching Children How

Gradual Release of Responsibility



Gradual Release of Responsibility



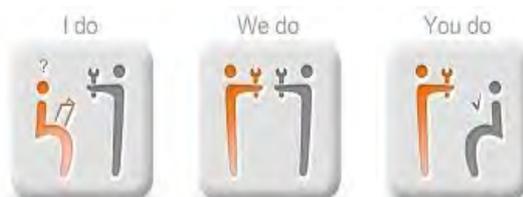
Teaching Children How

Modelled Reading

Shared Reading

Guided Reading

Independent Reading



Reading & Viewing - Skills & Strategies

Basics for Reading:

- * Concepts about Print
- * Letter Identification

Learning to Read:

- * Meaning
- * Structure
- * Visual Information (phonetic, sight)

Writing - Skills & Strategies

- * Sight words
- * sounds – hearing and recording sounds in words
- * Having a go / confidence
- * Marks on a page
- * Images
- * Words
- * simple and compound sentences
- * editing
- * i-pad recording to aid memory

Reading Recovery

- * early literacy intervention program
- * provides one-to-one teaching for children who need greater assistance with reading and writing
- * daily, individualised program delivered
- * specialist teacher
- * enables children to quickly "catch up"
- * builds on the strengths of each child
- * encourages them to become independent, strategic readers and writers.

Staged Learning

- * Early stage 1 – one year to achieve outcomes
- * Stage 1 – 2 years to achieve outcomes
- * What we will look at next covers ES1 & S1

The Real Deal

- What's Happening in our Spaces

Speaking & Listening

Early Stage 1

- * Peers and known adults
- * Informal and guided activities
- * Emerging skills of group interaction
- * Emerging awareness of some purposes for spoken language
- * Recognises that there are different kinds of spoken texts with specific language features

Speaking & Listening

Stage 1

- * Range of people
- * Informal and guided activities
- * Demonstrating interaction skills
- * Considers how own communication is adjusted in different situations
- * Recognises a range of purposes and audiences for spoken language
- * Recognises organisational patterns and features of predictable spoken texts

What is the role of play-based learning in the classroom?



Examples of why play is important

- Allows students to explore the world around them
- Develops creativity, curiosity and cooperation
- Social skills
- Promotes and facilitates speaking and listening
- Engaging
- Learning is self driven
- Responsibility
- learning incidental
- Learning to share
- Verbal and nonverbal communication



EEKK

What is EEKK?

What does it look like?

Why do we get students to do this throughout all key learning areas?



Reading & Viewing

Early Stage 1

- * Developing skills and strategies to read, view and comprehend
- * Short, predictable texts
- * Familiar topics
- * Different media and technologies

Reading & Viewing

Stage 1

- * Increasing range of skills and strategies to fluently read, view and comprehend
- * Range of texts
- * Less familiar topics
- * Different media and technologies

Reading & Viewing

Evidence of: Developing skills and strategies to read, view and comprehend

Learning Intention: To use pictures and words to problem solve.

Success Criteria:

- * I can look at the picture and think about the story.
- * I can point to each word.
- * I can look at the first letter of the word and get my mouth ready to say the sound.
- * I can talk about the story.



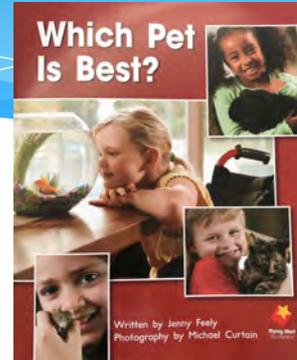
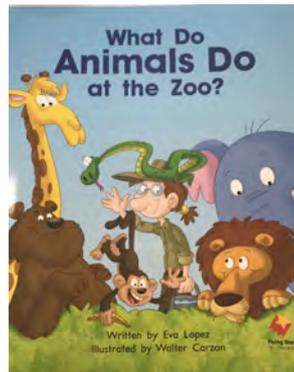
Reading & Viewing

Evidence of: Range of texts

Learning Intention: To identify the audience and purpose of the text I am reading.

Success Criteria:

- * I can give a reason why the author wrote the story.
- * I can identify who I think the story is written for.



Read and view imaginative, informative and persuasive texts.

Writing & Representing

Early Stage 1

- * Simple texts to convey an idea or message
- * Most lowercase and uppercase letters
- * Digital technology to produce texts
- * Developing skills in using letters, simple sound blends and some sight words
- * Recognises some different purposes for writing
- * Developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts
- * Think imaginatively and creatively about familiar topics, simple ideas and basic features of texts
- * Texts about familiar aspects of the world and their own experiences
- * Demonstrates awareness of how to reflect on aspects of their own and others' learning

Writing & Representing

Stage 1

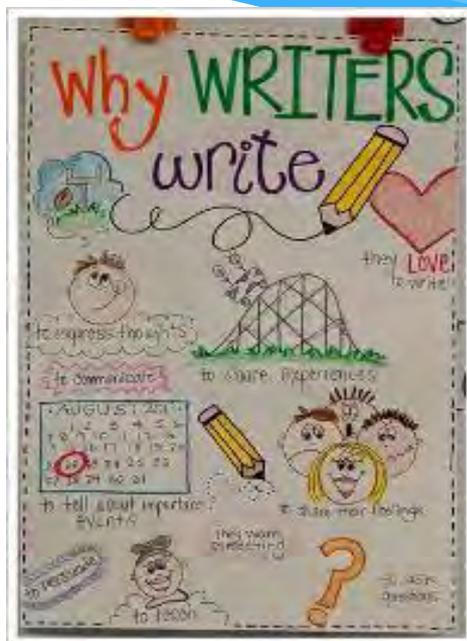
- * Letters of consistent size and slope
- * Digital technology
- * Knowledge of sight words and letter-sound correspondence to spell familiar words
- * Identifies how language used differs according to purpose, audience and subject matter
- * Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
- * Thinks imaginatively and creatively about familiar topics, ideas and texts
- * Texts about familiar aspects of the world and their own experiences
- * Identifies and discusses aspects of their own and others' learning

The Writing Process

Evidence of: Identifies how language used differs according to purpose, audience and subject matter

When students speak, read or write it is important that they do so with a clear understanding and awareness of their intended audience and purpose.

- * **Who am I writing for?** (audience)
- * **Why am I writing and what is my message?** (purpose)



Learning Intention-

To plan my thinking

Success Criteria

- I can think about my ideas.
- I can draw a picture to show my thinking
- I can use key words to label my picture.

Learning Intention-

To use my plan to write my sentence

Success Criteria

- I can use my keywords to write a sentence.
- I can tick off my key words when I use them in my sentence.
- I reread my sentence to check it sounds right and makes sense.
- I use a capital letter and a full stop.

The Writing Process

Evidence of: Identifies how language used differs according to purpose, audience and subject matter

Across KLAs:

- * **THINK** - our ideas
- * **SHARE** - turn and talk, knee-to-knee, negotiate, look
- * **PLAN** - Draw, label using key words
- * **WRITE** - Write sentences, tick off key words from plan
- * **REFLECT**
 - * reread our writing to make sure it makes sense.
 - * learning intention and success criteria - think about something we did well and something we need to do better (goal setting)

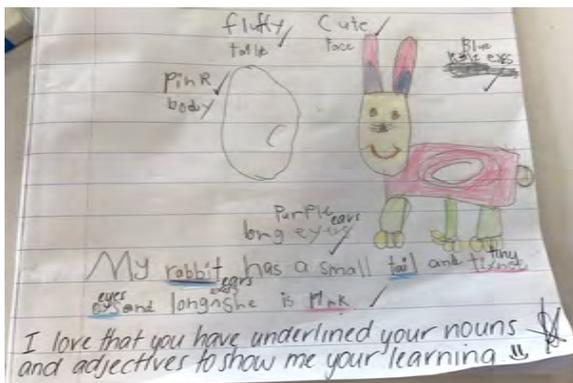
Planning our Writing

Evidence of: Uses basic grammatical features and vocabulary appropriate to the type of text when responding to and composing texts

Learning Intention: We are learning to make changes to our sentences to engage the reader

Success Criteria:

- * I know why I am writing (purpose)
- * I know who I am writing for (audience)
- * I can order my words in my sentence in an interesting way that still makes sense



Reflecting on our Thinking

Evidence of: Identifies and discusses aspects of their own and others' learning

Learning Intention: We are learning to be reflective thinkers

Success Criteria:

- * I can reread what I have written
- * I can tick off my keywords and make sure I have used them in my writing
- * I can prove to my teacher how I have been a successful writer
- * I can use evidence and share with a friend something I did well and something that I am going to work on next time (I think I..... because.... Next time I am going to work on....)



Other Information

Homework - ES1-S1

- reading (15-20 minutes every night)
- importance of discussion / connections

- extra - no longer than 15 minutes
- purposeful / deliberate / extension of student learning
- practise of mathematical concepts learnt at school

- structured and/or imaginative play is encouraged

Help!

- * Book covering

- * Parent Workshops

Articles



- * *Proven benefits of reading with your child (Primary English Teachers' Association)*
- * *Draw Talk Write (Charles Sturt University)*
- * *Letter formation sheet*

Questions

