

EARLY YEARS LITERACY

G.W.P.S



▶ School Literacy Leader- Kerryn Callas
▶ callas.kerryn.p@edumail.vic.gov.au

Where do we start?

- ▶ Actually as your children's first teachers , you have already started! Visual Cues are the first form of reading!
- ▶ Early in the year your child will have a one on one session with their classroom teacher where assessment can take place.
- ▶ Children enter Prep with a wide range of abilities and their teacher will base information gathered at this session for differentiation in the classroom.
- ▶ Differentiation allows children with like abilities to be grouped together and allows for teaching to be at the students direct point of need.

100 Magic MIOOW words

Early Years uses the 100 MIOOW words which are high frequency words used in the majority of children's writing and reading.

Teachers will monitor individual ability, and progressively children will begin to bring home a selection of these words each week to learn how to read and/or write them

The majority of students in Prep start at learning the first 12 Golden level words.

12 GOLDEN LEVEL WORDS

a	I	It	the
and	in	of	to
be	is	that	was

20 RED LEVEL WORDS

all	but	He	on	they
as	for	her	one	we
are	had	his	said	with
at	have	not	so	you

BLUE

an
by
do
go
if
me
my
no
or
up

GREEN

big
can
did
get
has
him
new
now
off
old
our
out
see
she
two
who

ORANGE

Back
been
came
down
from
into
just
like
made
much
over
them
this
well
went
when

INDIGO

call
come
here
make
must
only
some
then
were
what
will
your

VIOLET

about
before
could
first
little
look
more
other
right
their
there
want
where
which

C.A.F.E. Reading Program

C= Comprehension

'I understand what I read'

A= Accuracy

'I can read the words'

F= Fluency

'I can read accurately with expression and understand what I read'

E= Expand Vocabulary

'I know, find and use interesting words'

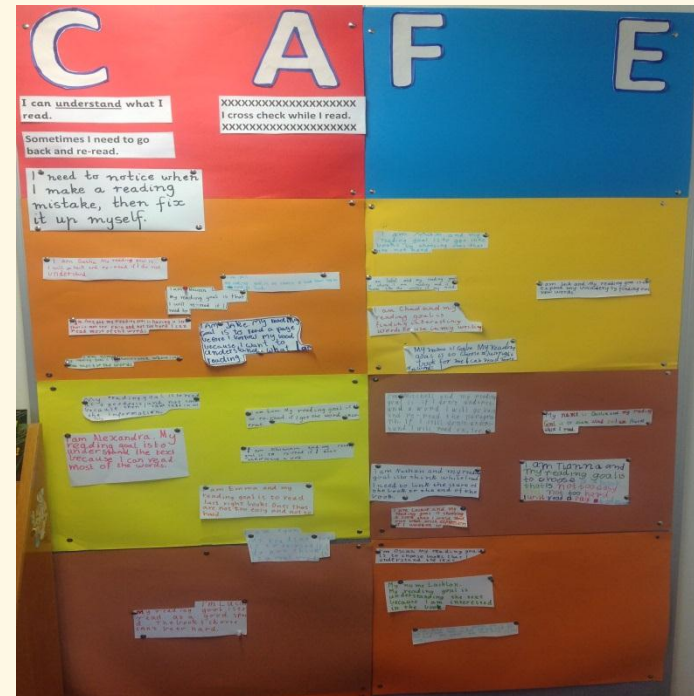
What does the G.W.P.S Café look like?

The C.A.F.E reading program in Prep consists of these elements-

- ▶ Whole class mini lessons focusing on specific strategies for reading improvement.
- ▶ Building stamina for independent reading and teaching children how to choose 'Just Right' books.
- ▶ A classroom library generated from student interest and ability.
- ▶ Individual conferencing and goal setting.
- ▶ Small group instruction- including strategy lessons.

Each student is given a specific individual strategy to work on targeted to their direct point of need. This may come under comprehension, accuracy, fluency or expanding vocabulary.

We firstly model, then ask the student to articulate the strategy. We write it down for the student to reference, and support them in their reading practise.



Home Reading

- ▶ Each night your child will bring home a reader to share with you. It is important that this is seen by your child as a fun way to share what they have been doing at school with their family.
- ▶ The book your child brings home will be at a level established by the classroom teacher and an opportunity for them to practise the strategies that will support them in their growth as independent readers.
- ▶ Once your child has developed a range of strategies for independent reading the take home reader should be an easy read for them. Challenging texts are for the class teacher, where they can concurrently guide and teach further strategies for reading improvement.
- ▶ Home reading should involve **no stress**, however there are ways in which you can help your child.

Visual Cues

Children usually begin reading by telling a story based on their interpretation of the pictures.



Picture books are important for young children. They gradually use these picture cues less and less as their reading develops.

Pictures in stories **should never be covered** to check that they are reading the words. In fact during a book orientation we will often look at the pictures first and discuss the story we think they tell before attempting the script.

How can you help your child to read?

- ▶ Make a regular time and place where your child feels comfortable and you are relaxed with **no distractions** such as TV or other siblings to interrupt.
- ▶ They should read for a minimum of 15 minutes per day unless they freely choose to read for longer. **Remember we are encouraging a love of reading and not relating it to work.**
- ▶ **Your child** should hold the book, giving them ownership.
- ▶ **Your child** when in early stages of learning to read, **should point to the words.**
- ▶ Make this a regular routine in your child's day, with one or two adults who they can **enjoy** the experience with.

The four P's

Prepare your child before reading- we call this book orientation

- Discuss the title and ask your child to **predict** what the text may be about.
- Look through the pictures of the book **before** reading. Do they tell a story?
- It will help your child to hear some of the vocabulary they will meet in the text before reading, without reading text **use words from the text in your picture discussion.**
- **Occasionally** read parts of the text with your child.

Pause-we encourage 'thinking time' to work things out.

- When your child stops reading at a certain word **wait 5-10 seconds before prompting.**
- **Do not interrupt** the flow of the reading, even if an error has been made, unless your child asks for help.
- **Remember** it is not necessary to correct all errors made by readers. Readers will often self correct errors much later in the book, not at the point of error.

Prompts -should encourage your child to develop a self correcting system while reading.

- Wait until book is finished to draw attention to **one** or **two** important errors that have been made.

For example you might say;

“That was a great story and you read it so well! Lets just go back to this sentence. Can you read it again? Did it sound right? Does it look right?”

- Encourage them to **read it with their finger while learning** and to look at the pictures.
- Rather than simply correcting, encourage them to search for the right answer and information to solve problems.
- **To develop this self monitoring ask ;**

Where is the tricky word?

What did you notice? Does the word match the picture? Does it sound right?

Praise-Children need their endeavours to be celebrated.

➤ Give **specific** praise about the way they;

- ✓ organised themselves
- ✓ looked at the pictures
- ✓ attempted a word
- ✓ re-read a word or sentence
- ✓ tried to correct their reading
- ✓ read with expression

“It was fantastic how you heard that word sounded wrong and gave it another go...”

“I liked the way you tried to work that out.”

Oral Literacy

- Be a role model in the way you speak and listen to others. As teachers we will model constantly to students, repeating their words back to us with correct phrasing, wording, tense and expression.
- We encourage eye contact from students when both speaking and listening.
- Ask open ended questions.

Open ended questions require more than a one word answers and will often start with the:

Five W's and a H

- ▶ Who?
- ▶ What?
- ▶ When?
- ▶ Where?
- ▶ Why?
- ▶ How?

Digital Literacy

- ▶ Students at G.W.P.S are exposed to the learning of digital literacy from early in the Prep year.
- ▶ Using classroom computers, netbooks and Ipads students are able to connect to e-books and specifically annotated digital books from our growing digital library. Digital literacy is encouraged to both enhance their topic of learning in the class and for reading enjoyment.
- ▶ During Prep students are taught how to use Word to publish their writing and how to save work.
- ▶ Every time your child sits at a computer and uses the keyboard they are increasing their literacy skills!

GLEN WAVERLEY PRIMARY

**For any further information on the Literacy program at
Glen Waverley Primary School feel free to contact me to
make a meeting time.**

Kerryn Callas

Literacy Leader

Glen Waverley Primary School

callas.kerryn.p@edumail.vic.gov.au

