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Principal: Deidre Senior

Literacy at Home Workshop Notes

Wednesday 13 February 2019

Provide a Suitable Place and Time

- The place should be as quiet and peaceful as possible.
- Choose a time when your child is not tired, hungry, or really keen to do something else, so that you can enjoy reading together.
- 4 - 5 times a week is best.
- 10 - 15 minutes each time suits most children.

Allow Time for your Child to Help Themselves

- WAIT!!! Give your child a chance to think about the word and the meaning of the story, before you try to help or correct him/her.
- Provide Encouragement and Support
- Accept your child's efforts. Avoid criticism, threats and comparisons with other children.
- Try to be relaxed. Stop the session calmly if you feel yourself becoming frustrated. Read to them instead.
- Talk about the story together. This will help your child to read with more interest, understanding, accuracy, especially if you help them to link what is in the text with experiences they have had.

Provide Positive Comments -

- When your child reads well.
- When they correct themselves after making a mistake.
- When they read a word correctly after you have provided help.
- When they read easy books silently to themselves (that is, books which they can read without making mistakes)

Provide Appropriate Help

When your child makes a mistake that does not make sense . . .

- WAIT!! Let your child solve it, if s/he can. If s/he can't, then . . .
- Ask one or two questions about the story to help them think about the meaning.
- If their second attempt is still not correct, then . . .
- Tell them the word, to keep the story going

When your child makes a mistake that does not really change the meaning of the sentence . . .

- Decide whether a particular mistake really matters, and whether s/he will lose confidence if you try to help him/her to correct it. (A child may lose confidence if you try to correct every mistake s/he makes.)

Depending on what you decide, either . . .

Let them carry on reading, or

Stop them, and help them to correct the mistake. If you decide to stop them, then . . .

- Ask them to think about the way the word looks. (E.g. Does the word begin the same way as other words s/he knows? Are there any parts in the word which s/he already knows?) then . . .
- Tell them the word if they have not corrected it after two attempts.

When your child comes to an unknown word and says nothing . . .

- WAIT!! Let him/her think about the story. Then . . .
- Suggest that s/he go back to the beginning of the sentence, and/or that they read on to the end of the sentence. Then . . .
- Ask them to think of a word which begins the same way as the unknown word, and makes sense in the sentence. Then . . .
- Tell them the word if they still do not recognise it.

When the story is too hard (your child makes more than 5 mistakes in 50 words) . . .

- *Either* read it to him/her, and talk about it together, *or* leave it, and try an easier story which s/he would like to read.

When your child is not very interested in the story . . .

- Either read the first few pages to him/her, and talk about the story together, or help them find a more interesting story.

When the story is too long . . .

- *Either* read every second page (or chapter) to your child, so that s/he reads a page (or chapter) to you, then you read to them, and so on, *or* help them to find a shorter story. Talking about the story together will help your child to maintain interest and develop better understanding.

Websites and Apps

- <https://parents.education.govt.nz/primary-school/learning-and-development-at-home/ideas-to-help-with-reading-writing-and-maths/#Year1>
- Starfall - Learn to Read
- Bob Books Reading Magic
- <https://learnwithhomer.com/>
- LetterSchool

New Zealand: Letter shapes:

<u>C</u> open mouth	<u>I</u> tall stick	<u>l</u> short stick	<u>f</u> hanging stick	<u>\</u> sloped sticks
<u>-></u> twig	<u>∩</u> gate / tunnel leaf	<u>f</u> feeler	<u>f</u> possum tail	
<u>S</u> Sammy snake	<u>U</u> gumnut cup	<u>•</u> ladybird spot	<u>R</u> twirly vine	or <u><</u> grasshopper leg

Letters

a	open mouth, short stick	b	tall stick, gate or tunnel	c	open mouth
d	open mouth tall stick	e	twig, open mouth	f	feeler, twig
g	open mouth, possum tail	h	tall stick, gate or tunnel	i	short stick, spot
j	possum tail, spot	k	tall stick, grasshopper leg	or	k tall stick, twirly vine
l	tall stick	m	short stick, gate, gate or tunnel, tunnel		
n	short stick, gate or tunnel	o	open mouth, close it	p	hanging stick, gate or tunnel, close it
q	open mouth, hanging stick	r	short stick, half gate or half a tunnel	s	Sammy snake
t	tall stick, twig	u	gumnut, short stick	v	sloped stick, sloped stick
w	sloped stick, sloped stick, sloped stick.	x	sloped stick, cross over sloped stick		
y	gumnut, possum tail	z	twig, sloped stick, twig		

