Helping your child with Literacy and Numeracy

WAMBERAL PS
Literacy is the ability to understand and evaluate meaning through reading and writing, listening and speaking, viewing and representing.

(NSW Literacy K-12 Policy 2007)

Literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas.

(Melbourne Declaration on Educational Goals for Young Australians, 2008)
Numeracy

To be numerate is to use mathematical ideas effectively to participate in daily life and make sense of the world. It incorporates the use of … concepts and skills in a variety of contexts and … situations.”

(NSW K-12 Numeracy Policy)
Literacy and Numeracy and KLAs
Assessing Literacy and Numeracy

- Best Start
- School-based assessments
- NAPLAN
School programs – L3

- Language, Learning and Literacy (L3) is a research-based program for kindergarten students, targeting reading and writing.

- Students receive explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. Students then rotate to independent or group tasks.

- Teachers of L3 complete 2 years of professional learning including workshops, demonstration lessons, supervised practice and on-the-job support.
School programs – Home Reading

- School based program
- Ideally, texts should be ‘familiar’
- Provides opportunities for students to read daily
- Aim - practice
- Aim - independence
- Books should be EASY (95%+ accuracy)
- Books can be read multiple times
Reading Levels

Instructional Reading Level
90-95% accuracy

Independent Reading Level
95-100% accuracy
How do children learn to read?

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Structure</th>
<th>Visual</th>
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| - The story  
- Background knowledge  
- Pictures  
- Diagrams | - Language structures  
- Common phrases  
- Grammatical patterns | - Letters  
- Words |

Which one drives the reading?
How do children learn to read?

Aim – a **balanced** cueing system
Young children bring **M** and **S**, teachers introduce **V**.
Challenge is to keep meaning at the forefront.

**Please do not**
- Cover pictures
- Have children sound words out. Use beginning sound/s only and encourage rereading.
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Helping your child with reading
Orientation

- Give a brief overview of text - activate background knowledge (meaning).
- Allow child to look through book before reading to you (meaning)
- Practise any difficult or unfamiliar phrases (structure).
- Point out difficult or unfamiliar vocabulary – especially names (visual)
Pause
It is essential that children ‘notice’ their errors

Prompt
Did that make sense? (meaning)
Did that sound right? (structure)
Did that look right? (visual)

Praise
After the reading, “I liked the way you noticed . . . “
Fluency

- Reading should sound like talking (never accept robot reading)
  - “Read that again and make it sound like talking’
- Keep the reading flowing - ignore minor errors

If they get stuck

- Pause, Prompt, Praise
- TELL
**Accuracy**

- Remember 95%
- Keep the reading flowing - ignore minor errors

**If they get stuck**

- Encourage rereading and looking at the picture (regather meaning)
- “Look at the first sound and think about what would make sense” (M+S+V)
- After reading go back “You said ‘the dog’. Were you right?”
General activities

- Model reading for pleasure
- Tell and re-tell stories of all kinds including favourite stories, fairy tales, movie plots, local news items and family history.
- Play games such as “I spy...”.
- Ask your child to read out simple recipes while you cook together
- Read comics, magazines, short stories, poems and rhymes, including nursery rhymes
- Do crosswords & other word puzzles together
General activities

- Read the TV guide before watching a program
- Look at letterbox leaflets together
- Read directions and signs when driving and shopping
- Read and write notes and letters to family members
- Play board games together and read the rules
- Provide plastic letters, crayons, pencils, pens and writing paper
More specific activities

- Playdough (letters/words)
- Magnetic letters (letters/words)
- Concentration (letters/words)
- Beat the Clock (letters/words)
- Snap (letters/words)
- Magazines – identify and cut out letters/words
- Bingo (letters/words)
- Picture/Letter Dominoes
- Word chains
Helping your child with numeracy
How Maths is taught

Working Mathematically

Students are taught to ask questions, solve problems and justify solutions

- Number
  - Number sense
  - Mental/written strategies
  - Fundamental to the learning of mathematics

- Patterns and Algebra
  - Number patterns
    - copy, describe, continue, create
  - Relationships between numbers

- Data
  - Collect, organize, display and analyse data

- Measurement
  - Length
  - Area
  - Volume
  - Capacity
  - Mass
  - Time

- Space and Geometry
  - 2D shapes
  - 3D objects
  - Position
General numeracy activities

- Count with 1:1 correspondence during everyday activities e.g. pegs/washing, buttons/getting dressed, setting the table.
- Encourage numeral recognition in the environment.
- Play games such as Dominoes, Snakes and ladders, card games or board games involving a die with dot patterns. This will help your child to recognise patterns and count.
- Identify shapes in the environment (use appropriate names)
- Use a handprint/footprint to cover spaces
General numeracy activities

- Involve children in everyday mathematics
  - cooking (measurement)
  - shopping (number, money)
  - sport (fractions, number patterns)
- Graph your child’s height over time
- Play position games e.g. Simon Says/ Twister (prepositional language)
- Discuss problem solving strategies
- Model problematic knowledge
10 THINGS YOU CAN DO to help your child learn to read

1. Create a positive reading environment at home. Be a reader yourself and encourage your child to read for pleasure as well as information.

2. Make learning to read part of every day. Show your child the written words and symbols that are all around.

3. Make reading an activity that you and your child can both enjoy. Let your child participate in the reading.

4. Provide a variety of books at the level your child can read with you. Stories, comics, poems, plays, cookbooks, reference books, magazines and children’s recipe books all help your child to read.

5. Re-read books. Let your child become familiar with the words, the story and the fluency of an adult reader.

6. Don’t expect too much too soon. It takes time for children to learn to read so be guided by the pace they set. If your child becomes disinterested or loses interest when reading at home, take a break from reading and try again later.

7. Be confident in your child’s abilities and proud of their achievements.

8. Work with your child’s teacher. Complete some homework and right down with your child and speak to the teacher if you have any concerns.

9. Set aside a special time for reading with your child. Set aside 15 to 20 minutes with no interruptions each day.

10. Talk to your child. Engage them in your conversations so they learn new words and ways to express themselves.

10 THINGS YOU CAN DO TO help your child learn mathematics

1. Play games together (number games, card games, board games, dice games, computer games).

2. Use the language of mathematics – words like ‘under’, ‘over’, ‘bigger’, ‘smaller’ when your child is young or ‘primes’, ‘square’, ‘cube’ when your child is older.

3. Discuss the mathematics your child is learning at school. Ask your child to explain what they have learned and how they can use the ideas.

4. Show your child the mathematics that people use everyday – for example, in an Australian rules football game you need to count in tens for goals and ones for behinds.

5. Show your child the mathematics that are all around them, such as money, maps, distances, patterns, time.

6. Solve mathematical problems with your child, experimenting and comparing different strategies. Remember that there may be several ways to solve the same problem.

7. Encourage your child to try different strategies when solving problems, including the use of diagrams, and to check solutions for accuracy.

8. Provide opportunities for your child to investigate mathematical ideas such as estimating, probability, 2D and 3D.

9. Use technology, including calculators and computers, to solve problems, and graphics programs to create shapes.
Further information

http://shop.nesa.nsw.edu.au
Some final thoughts

- Pause, Prompt, Praise
- Be confident and positive
- Raise any concerns with the teacher