



# Helping your child with Literacy and Numeracy

WAMBERAL PS

# Literacy

*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)*

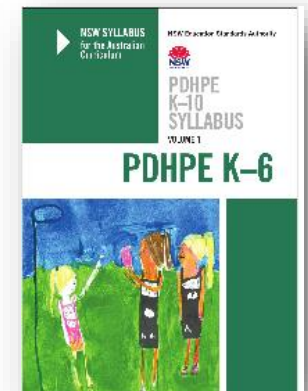
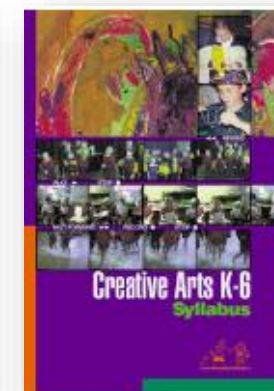
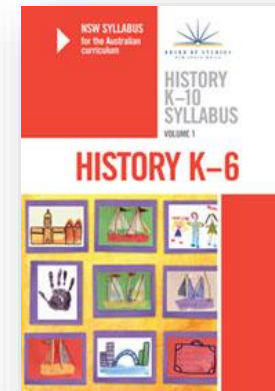
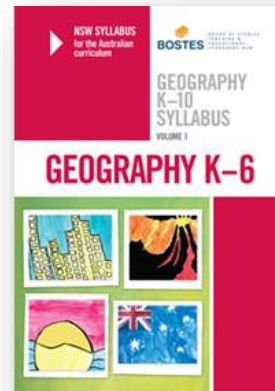
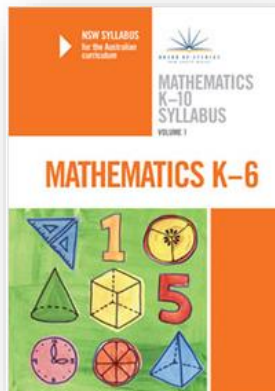
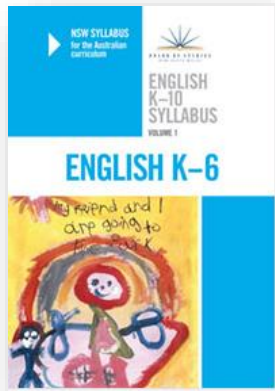
# Numeracy

*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



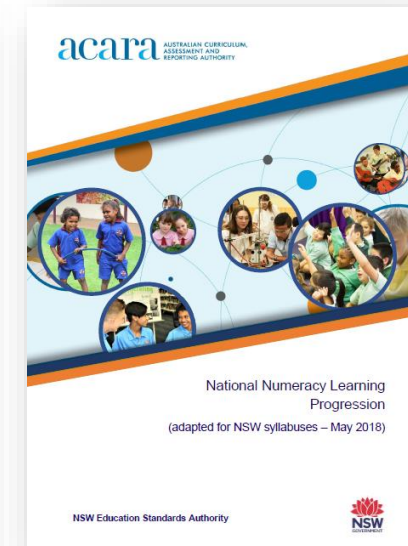
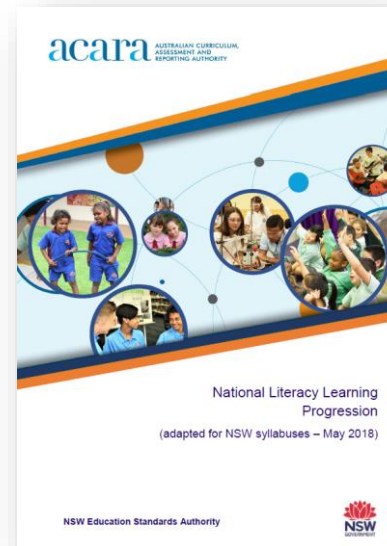
Literacy and Numeracy

# Assessing Literacy and Numeracy

Best Start

School-based  
assessments

NAPLAN



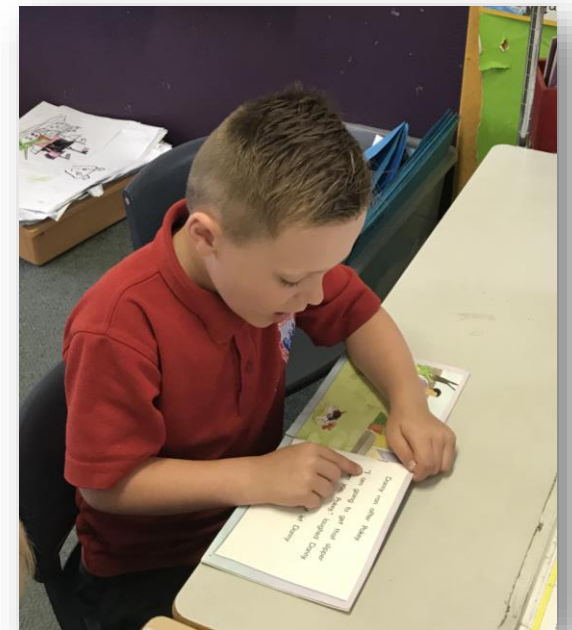
# School programs – L3

- ▶ 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

Classroom  
Teaching

Instructional  
Reading Level  
90-95% accuracy

Independent  
Reading Level  
95- 100% accuracy

Home  
Reading



# How do children learn to read?

## Meaning

- The story
- Background knowledge
- Pictures
- Diagrams

## Structure

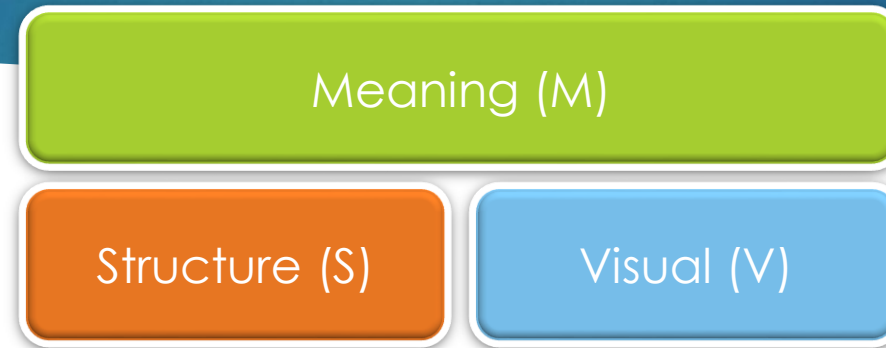
- Language structures
- Common phrases
- Grammatical patterns

## Visual

- 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.

# Can you read this?

According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

# Helping your child with reading



# Orientation to Text

## ***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*)

Home Reading Tips

# Pause, Prompt, Praise

## **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

## ***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

## **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



The screenshot shows a FOXTEL TV guide interface. At the top, it says 'ENTERTAINMENT' and '3.15pm Wed 15'. Below this is a grid of programs for 'Today'. The grid has columns for time slots: 3.00pm, 3.30pm, and 4.00pm. The rows are numbered 101 to 117. The program 'The Simpsons' is highlighted in orange in the 3.00pm slot of row 108. At the bottom, there are navigation controls: 'Page Up', 'Page Down', '+24 Hours', and '-24 Hours'. Below these are instructions: 'Press SELECT to view, R to record, i for info' and the FOXTEL logo.

Channel	3.00pm	3.30pm	4.00pm
101 TV1	Eastenders	/ Emmerdale	
103 UKTV	Will & Grace	/ Bal..	
105 ARENA	Antiques Roadshow		5th G.
108 FOX8	The Simpsons		Lost
112 FOX Classics	Gunsmoke	The Waltons	The Gol..
113 Comedy	The Jetsons	The Flintstones	
114 W	Magicia	Balle Bella	
115 Bio.	Jane Fonda /	Movies 101	Inside ..
116 Hallmark	Love's Long Journey		Baby Fo..
117 Food	Taste Take Off	Huey's Cooking Advert..	

# 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



# Handout

## 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 us.

**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 texts at the level your child can read with you.** Stories, comics, poems, plays, cartoons, 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**  
**Be confident in your child's abilities and proud of their achievements.**

**7**  
**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 distressed or loses interest when reading at home, take a break from reading and try again later.

**8**  
**Work with your child's teacher.** Complete home readers and sight words with your child and speak to the teacher if you have any concerns.

**9**  
**Set aside a special time for reading with your child.** Aim for 15 to 25 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 'prism', 'pyramid', 'cone' when your child is older.

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

**4**  
Show your child the mathematics that people use every day – for example, in an Australian Rules football game you need to count in sixes for goals and ones for behinds.

**5**  
Show your child the mathematics that you use every day – for example, in the kitchen you measure ingredients or use a timer.

**6**  
Show your child the mathematics that is all around them, such as money, maps, distances, patterns, time.

**7**  
Solve mathematical problems with your child, discussing and comparing different strategies. Remember that there may be several ways to solve the same problem.

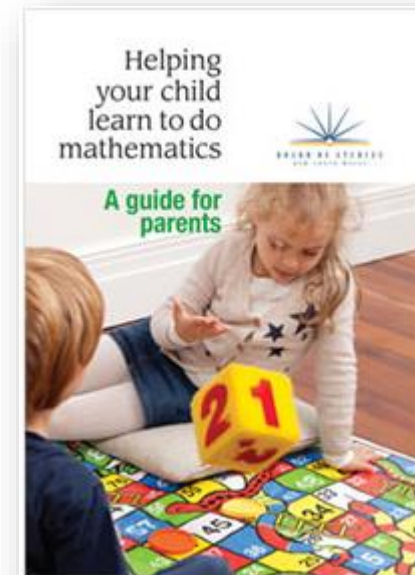
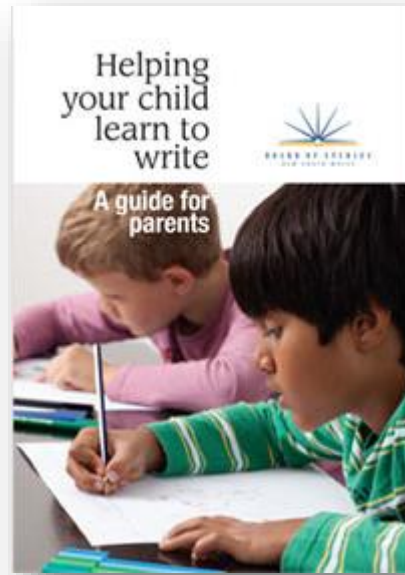
**8**  
Encourage your child to try different strategies when solving problems, including the use of diagrams, and to check solutions for accuracy.

**9**  
Provide opportunities for your child to investigate mathematical ideas such as estimating, probability, 2D and 3D.

**10**  
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

