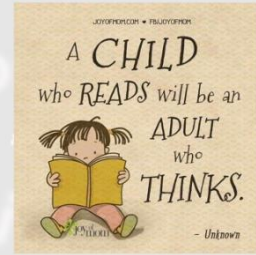


Parent
Workshop
Literacy Focus

Open book



Literacy

- What is literacy?
- When do we use it?

*Please discuss these questions at your table and write down your ideas on the paper.

Literacy

3 Components

- Writing
: Spelling and Grammar
- Reading
: Comprehension and Aloud
- Talking and Listening

In School

Literacy is a crucial part of our curriculum and something all teacher do everyday in some way.

Interesting Fact!

"About a quarter of P4 pupils said that they seldom or never read together with someone at home, while just over a fifth said they did not play number or counting games"

This quote was taken from The Scottish Survey of Literacy and Numeracy (SSLN) back in 2017 when they carried out a study into literacy abilities across the whole of the country.

We can all make a huge difference to our children's literacy ability and confidence if we work together and use a few of the small strategies from tonight.

Planning

Teachers use two documents to plan their literacy lessons.

1. Curriculum for Excellence Benchmarks
 - These can be found online through Education Scotland and are accessible to everyone (even parents)
2. West Lothian Progression Pathways
 - These are only available to teachers but you will get a chance to see this document tonight.

Prezi		Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Reading	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life		<i>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.</i> LIT 1-11a / LIT 2-11a	<ul style="list-style-type: none"> • <i>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</i> • <i>Explains preferences for particular texts and authors.</i>
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning		<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a</p> <p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.</i> LIT 1-13a</p>	<ul style="list-style-type: none"> • <i>Reads aloud a familiar piece of text adding expression and can show understanding.</i> • <i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i> • <i>Uses a range of word recognition strategies independently.</i> • <i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i> • <i>Uses context clues to read and understand texts.</i> • <i>Uses punctuation and grammar to read with understanding and expression.</i>
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary		<i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i> LIT 1-14a	<ul style="list-style-type: none"> • <i>Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</i> • <i>Makes notes under given headings for different purposes.</i>

Curriculum for Excellence Benchmarks available from Education Scotland

	Primary 2	Primary 3	Primary 4	
Tools for Reading To help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)</p> <ul style="list-style-type: none"> • I can blend two letter phonemes to read new words. • I can split unfamiliar words into parts that I know. • I can use picture clues to help me to decode text and understand what I read. • I can talk about texts I have read. • I can point to the words as I read, for example, environmental print. • I can recognise and use most letter sounds including rhyming words. • With support, I use my knowledge of phonics to sound out tricky words. 	<ul style="list-style-type: none"> • I can blend three letter phonemes to read new words. • I can use a range of techniques to split unfamiliar words into parts that I know. • I can use picture and context clues to help me to decode text and understand what I read. • I can talk about texts I have read showing some understanding for example, environmental print. • I use my knowledge of phonics and spelling patterns to de-code tricky words. 	<ul style="list-style-type: none"> • I can read high frequency words and core topic words accurately and automatically. • I can talk about texts I have read showing understanding for example, environmental print. • I can employ word attack strategies when I get stuck. • I read aloud with expression paying attention to punctuation. • I can recognise pronouns and adverbs in a piece of text. • With support I can identify examples of similes, metaphors, onomatopoeia and alliteration. 	<ul style="list-style-type: none"> • <i>Reads aloud a familiar piece of text adding expression and can show understanding</i> • <i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i> • <i>Uses a range of word recognition strategies independently.</i> • <i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i>

West Lothian Pathways → only available for teachers in West Lothian

CHOOSING THE RIGHT BOOKS

When reading with your child you want to find the "Goldilocks" of books. You want a book that's not too hard, not too easy but one that is just right. Use these tips to find a book that is just right for your child.

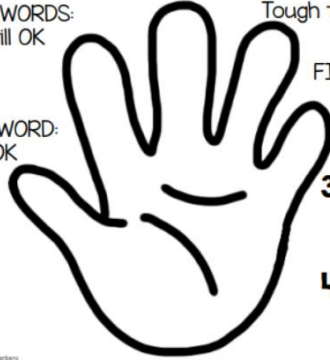
ONE WORD:
OK

TWO WORDS:
Still OK

THREE WORDS:
You may need help

FOUR WORDS:
Tough to read

FIVE WORDS:
Too hard



The RULE of FIVE

- 1. Open the book to any page.**
- 2. Read the words on that page.**
- 3. Count the number of words that you cannot read.**
- 4. Use your fingers to help you decide if this a good book to read.**

Credited By Deana Kalkberg

**Life is an
Open Book..
Ready to Turn
the Next Page?**

**Read
This!**

Do yuo fnid tihs
smilpe to raed?
Bceuase of the
phaonmneal pweor
of the hmuan mnid,
msot plepoe do.



After reading the
the sentence, you are
now aware that the
the human brain
often does not
inform you that the
the word 'the' has
been repeated twice
every time.

WOW

**What these pictures
show how powerful the
ability to read is and
what our mind can do
naturally when we are
able to read !**

**A Perfect Template
for Various Topics:**





LEARNING THROUGH PLAY

At the age of 3-5 all my children wants to do is draw...

Please do not think this is a bad thing. Drawing and expressing what they hear, see and think through illustrations is the beginning of writing and reading. It gives your children basic skills in illustrating and remember a pictures can say a thousand words!



Video Link → <https://www.youtube.com/watch?v=558KOYN7jeE>

Modern Day Literacy

Here is a small video describing the ways we can use tablets and technology to stimulate children's literacy development. We all know children love to use their tablets, phones etc but can they do this in a educational manner?

LETS SEE :)

<http://literacyapps.literacytrust.org.uk/>

<http://www.wordsforlife.org.uk/>

Follow the instructions as they are being read out. Can you draw the monster?

Work with a partner.

Follow the instructions to draw a monster.

- This goofy monster has a round body with no arms.
- It has five flexible legs. The legs have no knees or toes.
- It has 8 eyes. They are all different sizes and are in the middle of it's head. Some eyes have 3 eyelashes. It has no eyebrows.
- It has a long thin mouth with 9 teeth. The 3rd and 7th teeth are pointed.
- It has small tufts of hair on its body.
- It's legs have many have round spots.



Don't draw me. I'm an example.

Talking and listening at home



Regularly talking and interacting with your child will support their literacy learning and allow them to grow.

include your child when discussing everyday activities like grocery shopping, gardening, cooking dinner, collecting mail, doing housework and travelling in the car/bus.

Other fun activities can include:

- Share rhymes, poems and songs. Encourage your child to join in.
- Share and talk about family histories and family photos.
- Look at picture books or art books. Ask your child to describe what is happening in the pictures and make up stories together.
- Collect cardboard and other household items for your child to build with. Ask your child to describe what they are building.
- Look at 'junk mail' and talk about the things for sale.
- Listen to simple radio programs or podcasts together and discuss the content.
- Play vocabulary games with your child such as, "what's the opposite of ...?" (for example, "what's the opposite of big?") and "what's another word for...?" (for example, "what's another word for angry?").

Creating a literacy-rich home

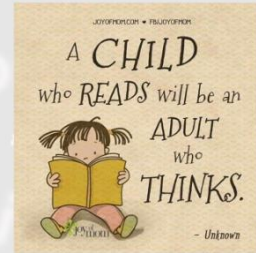
- Creating a literacy-rich home gives your child every opportunity to engage in reading, writing, speaking and listening.
- This kind of environment encourages your child to see these skills as an important and normal part of every day. Not just as a 'school' thing.

Here are some tips to create a literate home:

- Books. Lots of books. With lots of books your child will see reading as a normal activity and will always have something new to read.
- Create a language-rich bedroom and home for your child, with alphabet and word posters, and labels.
- Organise a bookshelf to display your child's books.
- Create a comfortable space for your child to read, perhaps with cushions and blankets, to encourage your child to see reading as a relaxing and fun activity.
- Provide writing materials and a writing desk. Having different pens and pencils, and a place to write, encourages your child to write more often. Creating a special 'writing box' to store your child's pens and pencils helps your child see writing as an important activity.
- Collect props for imaginative play, and materials for craft projects. These can form the basis for practising speaking and writing.
- Set aside a time each week for 'family reading time' when every family member is reading, either individually or together.
- Regularly discuss what your child is reading or writing.
- Very importantly, read yourself. One of the most important ways to get your child reading is to model reading for your child. Children are encouraged to read – and to see reading as a normal part of the day – if they see their parents reading often. Siblings, grandparents, and other relevant persons in a child's life can also be reading role models.

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Thank you!
Before you go...

1 last thing

**Try some of the tips at
home and let us know
how you get on.**

We are having a break week next week
and we won't see you until Wednesday 6th
March.

Please give some of these tips a go at
home and let everyone know how you get
on.

**Tweet them as #SPSLearningtogether
@SimpsonPrimary**

THANK YOU!