



# *Helping Your Child with English*

## *Year 3 - 6*

# *The goal of this presentation is to...*

- Explore how children learn.
- Recognise ways in which we support and value difference in Speaking/Listening, Reading, Writing and Spelling.

# *Children require...*

- A reason to learn
- To be actively involved
- Demonstration and modelling
- Activity – based learning
- Opportunities for repetition and reinforcement
- Opportunities for practising
  - Efforts to be praised

# *Speaking and Listening*



# *To be a successful speaker we need to:*

We use speaking for:

Explaining

Asking questions

Answering  
questions

Telling stories

Describing  
events

Discussing

Giving reports

Giving  
instructions

Arguing


Persuading

Sharing

Exploring ideas  
reflecting

- Know procedures
- Demonstrate social conventions i.e. Look at the speaker, wait for a turn
  - Speak confidently
  - Be aware of our audience
  - Use correct tone and style
- Use volume appropriate to the situation
- Use facial expression and gestures
- Be able to speak to a large or small group

## *You can support your child by:*

- 
- Asking open ended questions, develop vocabulary
  - Pausing, waiting for answers. Ask questions to draw out information and extend their understandings
    - Giving prompts
  - Rephrasing while supporting attempts
    - Being an active listener
    - Offering praise
  - Ensure turn-taking and model social courtesies

# Reading



## ***Make it Routine***

Find a quiet, comfortable location that is the go-to reading spot with your child. Whether it be just before they go to bed, or first thing in the morning. Do what works for you!

# *Making Meaning*

***Successful readers use a range of information to make meaning***

Knowledge of how our language is spoken (structure)

Previous experience and understanding of the topic (meaning)

Knowledge of letters and sounds and how they are represented in print (visual information)

*Successful readers:*

- Expect what they read will make sense.
- Predict what is to come based on their understanding of the content, knowledge of language and the information contained in the print.

***Reading is not merely sounding out words.***

***The purpose of reading is to gain and understand the author's message.***



# *Reading Tips*

## ***Everyday activities to involve children***

Read newspapers  
Visit local library  
Watch BTN / news and discuss  
Visit local bookstore  
NEWS in levels

## ***Promote curiosity about words***

Explore unknown words and their meanings

Explore parts of words; prefix, base word, and suffix.

eg.   ac + know + ledge  
      (prefix) (base) (suffix)



# *Book Selection*



## *Make it Enjoyable!*

Reading is meant to be a fun enjoyable time with your child so find a good time that works for you and your family. We want to install a lifelong love of reading. Reading provides students with the opportunity to:

- Improve fluency, speed and expression.
- Build confidence in their reading and increase personal self-esteem.
- Enriches their lives with new language.

## *As teachers we are encouraging students to...*

- CHALLENGE THEMSELVES and read a VARIETY of quality texts.
- Explore different authors.
- Take part in shared reading.

A Parent's Guide to Home Reading (Early Primary)

[https://www.youtube.com/watch?v=M4SI87VPX\\_4](https://www.youtube.com/watch?v=M4SI87VPX_4)

***Continue to listen to your child's reading as they progress up through the school to support their understanding of the text and expand their vocabulary.***

### ***Learning Goals***

All students are working on a reading goal. Please support your child at home to develop this skill. Seek teacher for extra guidance if needed.

### ***Don't Tell Them, Guide Them***

If you tell your child every word they get stuck on, they won't learn to use the reading strategies they are learning at school and will expect you to tell them every time. This isn't going to help them to develop and grow as readers.

## ***Here are some CAFÉ reading strategies your child may be working on in the classrooms:***

- ***Activating Prior knowledge***  
Making connections (text to self, text to text and text to world)
- ***Prediction***  
Schema/Predict, then use the text to confirm
- ***Questioning***  
Compare and Contrast Within and Between Text  
Wonder about new information to learn new information. Identify new thinking.
- ***Clarifying***  
Check for Understanding. Back up and Reread. Monitor and fix up (Monitoring Comprehension)  
Explore new vocabulary. Ask questions  
Cross-checking - does the word look right / sound right / make sense?
- ***Summarising***  
Includes sequence of main events (Summarising and Synthesizing)  
Determine and Analyse Author's Purpose and Support with Text  
Main Idea (Understanding there are often several important ideas in a text)  
Explain the problem and solution.
- ***Inference***  
Infer and Support with Evidence (read between the lines)

# Reading Tips

## Comprehension is Important

### ***During reading...***

- Ask questions to extend your child's thinking. 'Do you know what ..... means? How is the character feeling?' (Refer to next slide for more questions.)

### ***After reading aloud ...***

- Encourage your child to talk about the book and its meaning.
- Ask them to share and compare their own experiences to those in the book.
- Describe characters and events they especially liked/disliked and say why.

Your child's comprehension is a vital component of them learning to read. Getting into the habit of asking some questions and having rich discussions will help your child with their comprehension skills.

### ***Making connections about the text and applying understanding is very important.***

Talk about what they have learnt from that text. Relate it to real life experiences when possible.

Ask: When have you felt like this?

What was the lesson here to learn?

## ***Here are a few questions that you may like to ask to check for comprehension:***

- What was the problem in the story? What did \_\_\_\_\_ do to solve the problem?
- Explain what you learned in this book. What did you learn about \_\_\_\_\_?
- What were some important facts about \_\_\_\_\_ in this book?
- What information did you learn from the (chart, map, label, graph, photo, drawing, glossary)? What kind of information does it give you?
- Tell me some ways \_\_\_\_\_ and \_\_\_\_\_ are alike/different.
- How does \_\_\_\_\_ change? What does \_\_\_\_\_ learn?
- How do you think \_\_\_\_\_ felt when (or about) \_\_\_\_\_?
- Why do you think \_\_\_\_\_? Can you give an example from the book?
- What does the writer say that makes you think that?
- What lesson did \_\_\_\_\_ learn?
- What did \_\_\_\_\_ learn? How do you know this?
- Why do you think the writer said \_\_\_\_\_?
- Look at the way the writer began the book. What did the writer do to get you interested in the topic?
- Look at the way the writer ended the book. Do you think this is a good way to end? Why or why not?
- Give an example of a description the writer used to show what \_\_\_\_\_ was like.
- What was the most important part of the story and why?
- What was the writer's message?
- How did the writer let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.
- Look back at the text and find some powerful descriptive words. Explain what they mean.

# Reading Tips

## *The 3Ps- Pause, Prompt, Praise*

### **Pause**

Before responding it is important that we first wait, giving the child time to try to work out the word for themselves.

### **Prompt**

Encourage the child to try a reading strategy. If they don't stop at an error, you could ask your child, 'Did that make sense, look right?' Go back and check!  
Remind them of their reading goal.

### **Praise**

At all times it is important that children are praised and encouraged for their efforts. Your support and encouragement will greatly assist your child's reading development.

### **Ask:**

What would make sense?  
What would sound right?  
What would look right?

I like the way you...  
Well done ....  
That's really great...  
You must have been practising...  
You did a lot of work today...

# *Writing*





# *Ways we can assist our children with writing*

*Encourage your child to feel pride*

*Discuss strategies such as:*

*Have you re read to ensure you have punctuated correctly? Have you experimented with different punctuation to make sure your meaning is evident to the reader.*

*Who are you writing to?*

*What will happen next?*

*Can you make it a rich sentence by adding descriptive words?*



# Spelling



# SMART Spelling

## Smart Spelling Sheet

Focus: The digraph /re/ making the sound 'eh' as in centre Name: \_\_\_\_\_

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
centre	centre	centre	centre	centre
metre	metre	metre	metre	metre
attire				
tyre	tyre	tyre	tyre	tyre
retire	retire	retire	retire	retire
acre				
Orange Spelling Words				
enquire				
calibre				
litre	litre	litre	litre	litre
millilitre	millilitre	millilitre	millilitre	millilitre
theatre	theatre	theatre	theatre	theatre
millimetre	millimetre	millimetre	millimetre	millimetre
acquire				
Green Spelling Words				



## Spelling Activities for Homework

### Meaningful Sentences

Write out your words in a list.

Now write 3 of your words in a meaningful sentence each.

### Word Endings

Write out your words in a list.

Can you add any of these endings to any of your spelling words to make meaningful words?  
ing, est, ful, ed, er

### Similar Meanings

Write out your words in a list.

Are there any words you can find synonyms (words with similar meaning) for? Write them out.

### Syllables

Write out your words in a list and show the syllable breaks with dots like this:  
in.for.ma.tion.

### Pictures

Write out your words in a list and then draw a picture for 3 of your spelling words.

### Typing

Type out your words, print them out and display where you can see them at home.

### Ask an Adult

Write out your words in a list.

Ask an adult in your family how they learned spelling when they were at school. Write down what you remembered from your conversation.

### Highlight the Difficult Part

Write out your words, and then using a highlighter, highlight the difficult part of each word.

### Opposites

Write out your words in a list.

Are there any words you can write the opposite meaning for (antonyms)? Write them out.

### Write and Read Aloud

Write out your spelling words neatly and then read aloud to someone (even a pet or toy).

### Word Meanings

Write out your words in a list.

In your own words, describe what the word means.

### Fancy Writing

Write your words out in fancy writing/lettering.

### Joined Writing

### Highlight the Spelling Pattern

## ***How can you help literacy learning in the later years of primary?***

- Support and encourage students by praising their efforts.
- Demonstrate and model appropriately.
- Seek guidance from classroom teacher when you are not sure.
- Establish a calm routine to complete tasks at a time that best suits.
- Encourage a love of learning and curiosity about words.

***All children can learn.***

***Children learn at different rates and have different learning needs.***