

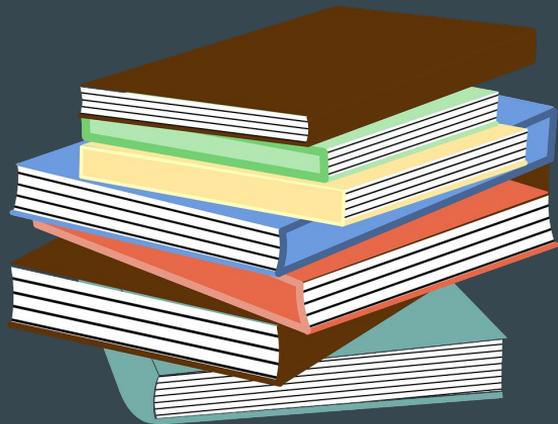
How to help your child at home with

LITERACY

...

Years 1-4

CARMEN WOOD & LEONIE AGNEW



Reading in the first year of school:



- Focus on ‘**Learning to Read**’
- There is a lot of learning letter sounds alongside sight words. *Many of the first words they need to read and write are not phonetically correct like I, a, the and said!*
- Learning a variety of different strategies for working out words they do not know.
- Retelling with some detail and in order - *mostly from memory*
- In higher levels, there is a greater emphasis on getting information from the book. *This may mean that children are using the same book for 2 days.*
- At Yellow (Levels 6-8) reducing finger pointing - only for tricky words

Reading in the second year of school:

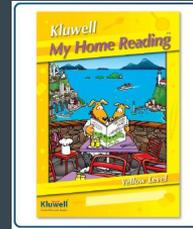
- Focus shifting from 'Learning to Read' to **'Reading to Learn'**
- Expectation is starting to change of what they get out of reading - *retelling the story, answering questions where they have to refer back to the text rather than from memory*
- Variety of questions, discussions and follow ups after reading.
- Beginning to ask questions where they have to use a variety of clues to answer - *picture, words, understanding as well as some personal connections to their story.*



Reading at home:



- Yellow 'Home Reading' journal/diary - *signing it regularly and looking at it for lots of tips for how to help*
- Flashcards/word lists - *in red notebooks - read/write regularly*
- Alphabet cards - *instructions for song and action for each letter*
- Reading with your child at home - *let them hear and see you read*
- When they make mistakes in their reading - *Does it look right? Does it sound right? Does it make sense?*
- Share the reading - *to them, with them and by them*
- When the same book comes home again? *This is probably because of 2 things, either they are reading at a higher level and there is more learning to be done from the book, or maybe they have changed groups.*



Writing in the first 2 years of school:



- Based from Oral language - “We write what we say and we read what we write.”
- Initially writing is a real mix of phonics and spelling alongside learning about spaces, full stops and where and when they should go.
- Recognising words to copy moving into spelling them independently - develops fluency and speed in their writing
- In Year 1 we write lots of recounts - sharing our ideas, developing sentences orally, moving into some very simple genres - writing letters, non-fiction writing and some simple narratives imaginative stories
- Later, there is more focus on the deeper features - ideas, structure and language, organisation, vocabulary and sentence structure.
- In Year 2, there is a slight shift towards structured teaching of other writing genres
- More detailed writing - purposeful use of structure and language.

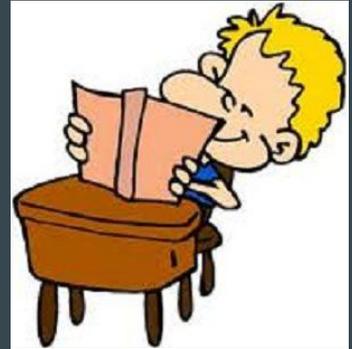
Writing at home:



- Help your child by suggesting that they “could write about this at school”
- Support in learning spelling words
- Get them to help you write things - shopping lists, birthday cards, emails, notes to friends and invitations etc.
- Have ‘writing equipment’ available for them to access
- Talk about new vocabulary and language, discuss meanings etc - this will then be reflected in their writing.
- Pencil grip
- Handwriting

Reading In the third and fourth years of school:

- Two year and three year anniversaries - what does this mean?
- Key Reading Comprehension Strategies and what they look like in class or at home.
- Green Reading Logs
- Reading for fun, or reading for school?
- Should my child read aloud or silently?



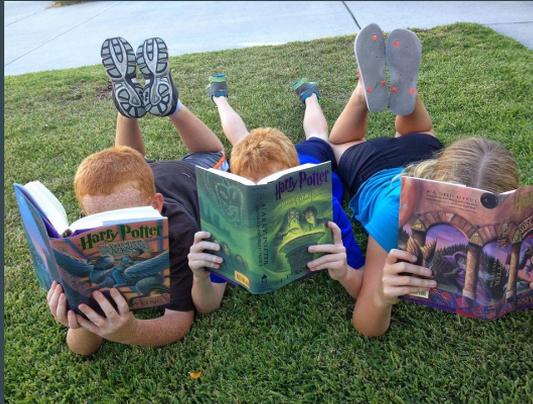
Inside the parcel there was a quilt.
It had belonged to her grandma.
It was old and torn.

Kiri helped her mum
to mend the quilt.
“Look at these stitches,” Mum said.
“They are so tiny.”



Reading Strategies

- LITERAL
- INFERENCE
- CONNECTIONS
- VOCABULARY



WRITING YEAR 3 AND 4

- SURFACE VERSUS DEEPER FEATURES
- EDITING
- WRITING FOR THE REAL WORLD

