



Ellerslie School

EST 1877

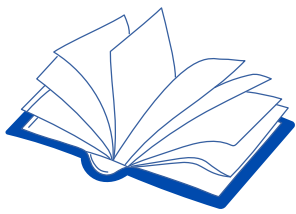
"To be the best we can be."



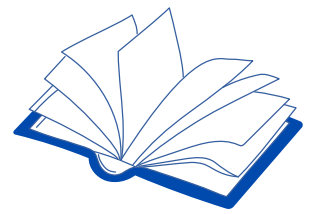
Greetings | Giddy | Kia Ora | Kia Orana | Malo e Lelei | Fakaalofa Lahi Atu | Talofa Lava
Nǐ hǎo | Salut | Namaste | Bonjour | Bula Vinaka | Guten Tag | Goeie Dag | Shalom | Cìào
おはよう (Ohayoou) | 안녕 Ahn Nyeong | Olá | Privet! | Xin Chào | Salam

Ellerslie School

Literacy Information Booklet



Reading



Useful Resources:

- **Websites for all ages**
www.storyline.net
www.getepic.com
<https://kids.nationalgeographic.com/>
- **Useful Websites for Year 5 - 8**
www.studyadder.com
<https://parents.education.govt.nz/>

Make reading a special time and talk about what you are reading

- Find a comfortable, quiet place for the two of you to cuddle up and read, away from the TV for 10-15 minutes.
- If you or your child start to feel stressed, take a break and read the rest of the story aloud yourself – keep it fun.

How you can help at home - Year 1

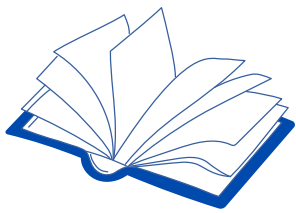
- Talk about pictures in books.
- Talk about the learning they are doing and what they are most interested in.
- Sing waiata and songs, make up rhymes together – the funnier the better.
- Be a role model. Let your child see you enjoying reading and talk about what you are enjoying.
- Share favourite books, point out words on signs, shops and labels, read poems and play word games like “I Spy” and “Simon Says...”

How you can help at home - Year 2

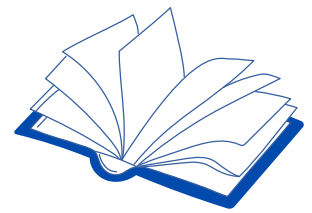
- When they are reading, your child will still be coming across words they don’t know.
- When this happens, you could remind them to think about what they already know to do when they get stuck.
- If that doesn’t help you might ask “What word would make sense that starts like that?” or “What do you know about that word that might help?”
- If they still can’t work it out – tell them and praise their efforts.

How you can help at home - Year 3

- Reading makes more sense if your child can relate it to their own life. Help them to make connections with other things they might have read and to their own and family experiences. For example, “That’s a funny story about a grandad – what does your grandad do that makes you laugh?”, “We saw a big mountain in that book, what is our mountain called, and where did the name come from?”
- Look for opportunities for your child to read wherever you are – signs, advertising billboards, junk mail, recipes.
- Show your child that reading is fun and important to you by letting them see you reading magazines, books, newspapers.
- Ask your child questions (and support them to find the answers) to widen their reading experiences. For example, “What’s the quickest biscuit recipe?”, “What time is the next bus to town?”
- Help your child with any words that they don’t understand – look them up together in the dictionary if you need to.



Reading



How you can help at home - Year 4

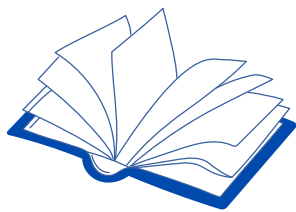
- Get your child to tell you about what they are reading:
 - Who is their favourite character and why?
 - Is there anyone like that in your family?
 - What do they think is going to happen?
 - What have they learnt from their reading?
 - Does it remind them of any of their own experiences?
- When they are reading, the most common difficulty your child is likely to have is working out the meaning of new words, phrases and expressions. To do this your child will use their knowledge of words and word patterns (e.g., prefixes, suffixes and root words) to help build meaning.
- You may need to remind your child to read back and forward for clues to help their understanding of what they are reading.
- Talk with your child about the meaning.

How you can help at home - Year 5

- Talk about their reading with them:
 - What are the important messages?
 - What do they think is going to happen next?
 - What else do they need to know to understand the story or topic?
- Talk about books on similar topics. This helps your child to pull together ideas from different places.
- Talk about different types of stories that are read or spoken. Newspaper articles, internet sites, whakatauki (proverbs), comics, bible stories, songs, waiata or novels will each have different points you can talk about together. Find a newspaper article you're both interested in and talk about what it means to each of you.
- Help your child to share their thinking. Get them to share opinions and talk about why they think that. Listen, even when you don't agree with their ideas.

How you can help at home - Year 6

- Share what you think and how you feel about the characters, the story or the opinions in magazines and newspapers you are reading. It is important that your child sees you as a reader and you talk about what you are reading
- Help your child identify an author, character or series of books they particularly like and find more in the series or by the author.
- Talk about the lyrics of songs or waiata, or the words of poems your child is learning, and see if there are any links to who they are, and where they come from.
- Think about subscribing to a magazine on your child's special interest, e.g., animals, their iwi, kapa haka or sport, or check out the magazines at the library, or on the Internet.
- Go to your local library to choose books together. These might be books your child can read easily by themselves. They might be books that are a bit hard, but your child wants to read so you can help by reading a page to them, then helping them read the next.
- Play card and board games together – the more challenging the better.



Reading



How you can help at home - Year 7

- Ask your child to talk about parts of a story they liked and why.
- Talk about the key facts, characters, plot, setting, theme and author's purpose.
- Have them retell the main ideas or describe characters, events or facts they were interested in.
- Ask them to show you where the story supports their thinking.
- Try reading the same book as your child so you can talk about it together.
- Talk about the TV show you are watching. What were the main ideas? Talk about the order events happen in – practising this skill is important as children can find this difficult to learn. What did they like/dislike and why?
- Find books or magazines about your child's interests. Reading about their favourite sport, player, team or kapa haka group or an issue they are interested in will help them to be an expert on a particular subject.
- Find books that relate to TV shows or movies, or the area they come from. Knowing some of the ideas, characters or ancestors/tipuna before you start reading can make it easier to understand a book.
- Talk about how the book differs from the TV show or movie or builds on what they already know.

How you can help at home - Year 8

- Read your child a children's novel that they are interested in – try one or two chapters each day.
- Get your child to listen to younger siblings doing their reading homework (this is a good chance for them to practise some of their own reading skills). You can remind them about pausing while the younger child thinks about a word they don't know, giving them help to work out the word, and giving them praise for their reading, too.
- Have books, magazines, comics, newspapers and other information available for everyone in your family to read on topics that interest your child – e.g., skateboarding, surfing, fashion.
- Listen together to sound recordings of your child's favourite stories, books and songs.
- Read and talk about advertising signs you see – talk about how the company decided on the words and the design, and who they are trying to appeal to with the advertising.
- Use a map to find directions for a trip you are going on, or follow the journeys of people on travel and adventure programmes.
- Get some instruction books from the library on how to plan for and make food, gifts, or toys, for family birthdays, Matariki or Christmas. Work through the instructions with your child.
- Find some recipes together that your child might like to cook for a family treat. Be there to help your child as they read through the recipe, get all the ingredients and create the final result.



Writing



Junior School: Writing at home

Make writing fun

- Encourage your child to write whether it is on paper or on the computer. It is OK for you to help and share the writing. Give lots of praise.
- Enjoy the message and don't make your child anxious about spelling or neatness.
- Make a photo book and get your child to write captions.
- Play with words. Finding and discussing interesting new words can help increase the words your child uses when they write. Look up words in the dictionary or on the Internet or talk to family and whānau to find out more about the meaning and the whakapapa (origins) of the words.

Tip: talk to your child while you are doing things together. Use the language that works best for you and your child.

Give them reasons to write

- Write lists: 'Things I need from the shop', 'Games to play when I am bored', 'Things I want to do in the holidays'. The last one can be cut up and go into a box or bag for a lucky dip when the holidays finally arrive.
- Write out recipes or instructions for other people to follow (especially fun if the instructions are for an adult).
- Keep a diary, especially if you are doing something different and exciting. Your child can draw the pictures or stick in photos. Their diary could be a web page on the computer.
- Write letters, cards, notes and emails to friends and family and the Tooth Fairy (you might write replies sometimes, too).
- Cut out letters from old magazines and newspapers to make messages write secret messages for others to find in their lunch box or under their pillow.

Tip: display their work. Be proud of it. Put it on the fridge or share it with others.

Talk about their writing

- Make up a different ending for a favourite story together and get them to write it down
- Ask them to write about pictures they draw. Get them to tell you the story
- Keep writing fun and use any excuse you can think of to encourage your child to write about anything, any time.

Tip: don't worry if your child's letters are sometimes backwards or words are misspelt at this age. The important thing is that they have fun writing at home and are making an effort.

Middle School: Writing at home

Write for fun

- Writing about their heroes, sports events, tīpuna (ancestors), hobbies and interests helps your child to stay interested in what they are writing about.
- Help your child to leave messages in sand on the beach, send a message in a bottle, do code crackers, word puzzles, crosswords, word finds – these are all fun to do together.
- Make up a story or think of a pakiwaitara (legend) and act it out with costumes and music. Write down the names of the characters or tīpuna (ancestors).
- If you or someone in your family has a computer, encourage your child to use it to write, email and publish or print for pleasure (emails, birthday cards, poems, jokes, letters, pictures with captions).

Tip: keep writing fun and use any excuse you can think of to encourage your child to write about anything, any time.

Talk about your child's writing

- Get your child to talk about their writing and share it.
- Cut out words and letters to make stories, codes, poems, puzzles and more...
- Play word games together.
- Play with words. Thinking of interesting words and discussing new ones can help increase the words your child uses when they write – look words up in the dictionary or on the Internet or talk with family/whānau to find out more about where the words come from.

Tip: talk about what your child writes. Be interested. If you don't understand what their story is about, ask them to tell you more about it. Use questions they will want to answer.



Writing



Write for a reason

- Get your child to help write the shopping list, invitation lists for family events, menus for special dinners, thank-you cards when someone does something nice.
- Postcards are a good size for a sentence or two and they are cheap to post, too. Have a special place to keep your child's writing at home (notice board, fridge, folder). You might frame a piece of writing and hang it up.

Tip: be a great role model. Show your child that you write for all sorts of reasons. Let them see you enjoying writing. Write to them sometimes. You can use your first language – this helps your child's learning too.

Senior School: Writing at home

Make writing fun

- Encourage your child to listen for and use interesting words. Having a wide range of words will help your child create stories which will increase in complexity.
- Use technology. Text messages and emails are a form of writing even if the language is not always standard English.
- Use computers if your child isn't keen on writing. They don't have to think about the presentation of their work and editing does not require a complete re-write. Spell-check helps too.
- Play card and board games and complete difficult crosswords and word puzzles. Play word games like Scrabble, Boggle or Up Words.
- Create a message board such as a white board, blackboard or pin board. The messages might be instructions, reminders, or praise for a job well done, as well as examples of work. Encourage your child and other family members to respond with messages.

Tip: make writing fun and use any excuse you can think of to encourage your child to write about anything, any time.

Talk about writing with your child

- Talk with your child about their day. Talking helps them to organise their thinking and is an important first step for any writing.
- Talk about new words your child is not familiar with, using a dictionary to find out more – there are dictionaries online.
- Be a positive audience for your child. Always respond to the effort behind the message and the message content first (regardless of how the message is written) and the presentation second. Keep in mind what your child is currently learning to do and comment just on that.
- Keep a holiday journal. Before the holidays ask your child to write a list of possible activities they want to do that keep to your budget and get them to draw up an activity plan. Remember to include any events or activities you have to attend; e.g. school camp, noho marae, church, doctor, sports training, family/whānau reunion. Your child could write a list of what to pack.

Tip: talk about what your child writes. Be interested. Use it as a way of starting conversations. Listen to your child's opinion, even if you don't agree with it.

Keep them interested

- Encourage your child to read. Reading and writing are linked and success in one is likely to lead to success in the other.
- Look for real reasons for writing. Encourage your child to read and write letters, messages, postcards, invitations, lists, rosters, thank-you notes, recipes, emails. Start with postcards to family and friends – encourage your family to write back. Ask your child to contribute to emails to family members. They could attach photos and write captions.
- Make lists for a particular reason; eg shopping lists or jobs to be completed.
- Encourage your child to write on their own - on paper or on the computer. Poems, songs, waiata, short stories or a diary or journal. A journal can be a way for your child to keep track of their thoughts, ideas or a particular interest. For example, keep a journal of their sports training, kapa haka practice or compile favourite recipes.
- It might be fun to write to a favourite author or kaumātua to ask what helps them to write their stories and compositions..

Tip: be a great role model. Show your child that you write for lots of reasons, eg replying to an email, writing a shopping list, invitation or letter, writing for your work or your own study. Use your first language – this helps your child's learning too.



Oral Language



As our world changes and our children are communicating more and more frequently through digital means, their ability, motivation and need to articulate competently is changing.

However, there is a wealth of research showing that articulate people have distinct advantages. Therefore, the need to develop the ability to communicate effectively in oral forms is still essential and, in some ways, requires even more specific attention than it did in the past.

Successful oral tasks allow students to:

- Clarify and develop their thinking
- Gain ideas
- Gain new content knowledge
- Learn new vocabulary
- Learn new language structures
- Practise and get feedback on their oral language construction before using it in written form
- Shift from an informal oral form of the target language to a more formal version.

Questions to ask your kids about school:

- What or who made you smile today?
- What book did your teacher read for the class today?
- What was your favourite part of your school day?
- Did you help anyone in class today?
- Did someone make you laugh?
- Who sat next to you at lunch?

English Language Learners:

Time spent on the home language will not damage the development of proficiency in English. There is a positive effect on a learner's identity, self-concept and self-esteem which increases their chances of successful learning. Children need to hear their parents or carers speaking their home language. Encouraging use of home languages will be a positive experience for other pupils.



BYOD/ Handwriting



Movement and Physical Activity

- Playground visits - encouraging your child to challenge themselves with ropes, ladders, bridges, climbing frames, etc.
- Monkey bars - cross lateral ability is key.
- Swimming
- Skipping - initially without a rope and then with a rope once they are able to do so.
- Hopping on one foot (hopscotch can be a fun way to practise this skill).
- Ball games - throwing, catching, kicking and passing.
- Target throws
- Games such as Tag, Stuck in the Mud.

Make handwriting fun

- Help your child write **LOWER CASE** letters, then go on a letter scavenger hunt (around your home and neighbourhood).
- Water and a paintbrush on a dry path and a stick on the sand are fun ways draw shapes, pictures, letters and words.
- Have felt pens, pencils, crayons, scissors, stencils and paper readily accessible.

BYOD

- Practise for 20 minutes on a regular basis.
- Make it fun.
- Posture - shoulders straight, feet together, sit at a table.
- Years 3/4 - Typing Mat
- Years 5/6 - Typing Club
- Continue to practise writing neatly.
- Continue to practise typing accuracy and speed.

I abc Phonics and I abc spelling ✓

What is Phonics?

Phonemic awareness is the knowledge of sounds in words and how these sounds are written as letter symbols.

- Being able to hear, differentiate, and distinguish the individual sounds or phonemes within words.
- Being able to hear and break words into syllables and rhymes.

Students need to make the link between sounds and letters in order to decode words in their reading and writing.

Parent Checklist: Can my child...

- Name everyday sounds when heard (e.g. a dog barking, a whistle blowing)?
- Hear the phonemes and can read and write the phoneme (sound) and grapheme (written letter) correspondences?
- Hear and record the first sound in a word? The last sound? The middle sounds?
- Hear, read and write the short and long vowel phonemes?
- Blend phonemes together to read a new word? C-a-t
- Segment (break up) a word into phonemes for spelling

What is Spelling?

Spelling is where you use the phonetic knowledge of sounds and their letters to spell a word.

How to help at home with phonics Years 0 - 2

Practise making the sounds that letters make:

Learning letters and sounds <https://www.youtube.com/watch?v=BELlZKpi1Zs>

Practise blending sounds together to help reading a word using sound knowledge:

Sounding out words <https://www.youtube.com/watch?v=qWn-qxUddqo>

Practise segmenting (breaking up) sounds when spelling a word:

Segmenting sounds <https://www.youtube.com/watch?v=-sHaoQNBi4c>

I abc Phonics and I abc spelling ✓

How to help spell a word Years 3 - 4

- Ask questions before you tell your child the correct spelling.
- Ask them to say the word slowly out loud so they can hear the word themselves.
- Get them to then identify the MAIN sounds they heard at the beginning, middle and end of the word and discuss how they can write those sounds. They can then record the dominant/main sounds.
- Clap out the syllables of a word to help break it into sound chunks.
- Celebrate your child knowing the **sounds** not JUST the symbols/letters of that sound, as many words have a variety of letter patterns and rules.
- Also celebrate them getting the main sounds.
- Practise word association, if you can spell **made** then you can spell **fade**, **spade**, **grade**; if you can spell **light**, then you can spell **fight**, **night**, **bright**, **fright**.

Following the spelling patterns.

- If your child needs to sound out more than one word in a sentence, it is okay to just give them the other spellings so they can feel successful.
- More reading exposes your child to a wider range of spelling patterns.
- Encourage a curiosity for words, their meanings and spelling patterns... it can be fun!

Youtube links for some more ideas...

- Little Learners - [Digraphs \(2 letters = one sound patterns\)](#)
- Little Learners - [Other letter patterns](#)
- Nessy Spelling videos - [Fun videos to learn some spelling patterns](#)

How to help with spelling words for Years 5 and up

Many of the same skills stated above still apply, just the words become more complex. Syllables are extremely helpful the bigger the words get e.g. dis-appear-ed; com-pet-i-tion; de-tach-able, etc.

The students need to be able to correctly pronounce the words as they break them apart into their syllables e.g. Wednesday - "Wed-nes-day" rather than "Wens-day". At this level, students begin to learn how to use strategies and tools, such as spell checking on devices as well as using dictionaries and thesaurus. However, the same spelling patterns and knowledge of words can help as well - they just become a bit more complex.

Playing games such as Scrabble, Boggle, Free Rice can really be helpful too.

Here is a link to [Free Rice](#) for you to check out as a fun online tool.

<https://freerice.com/categories/english-vocabulary>

Supporting Programmes

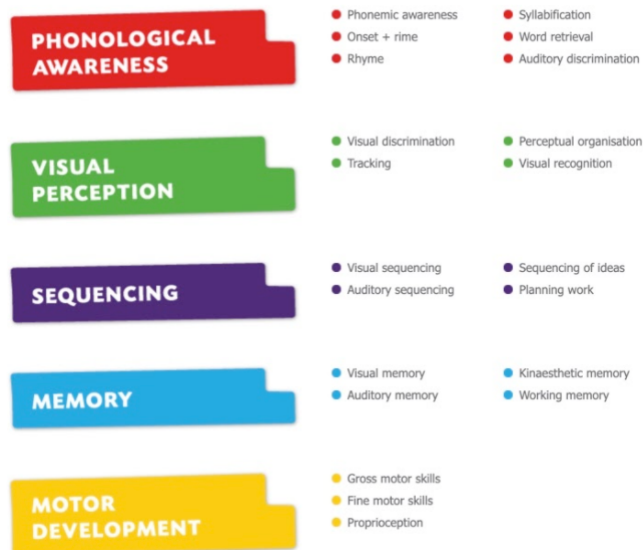


Steps literacy programme, delivered by Kathryn Sullivan.

- Easy-to-use computer-based literacy development program suitable for all levels.
- A learning tool which develops all aspects of literacy, including vocabulary, comprehension and verbal reasoning.
- Starting points are based on literacy level, not age and students work at their own pace. It might take them a term to complete a level or a whole year.

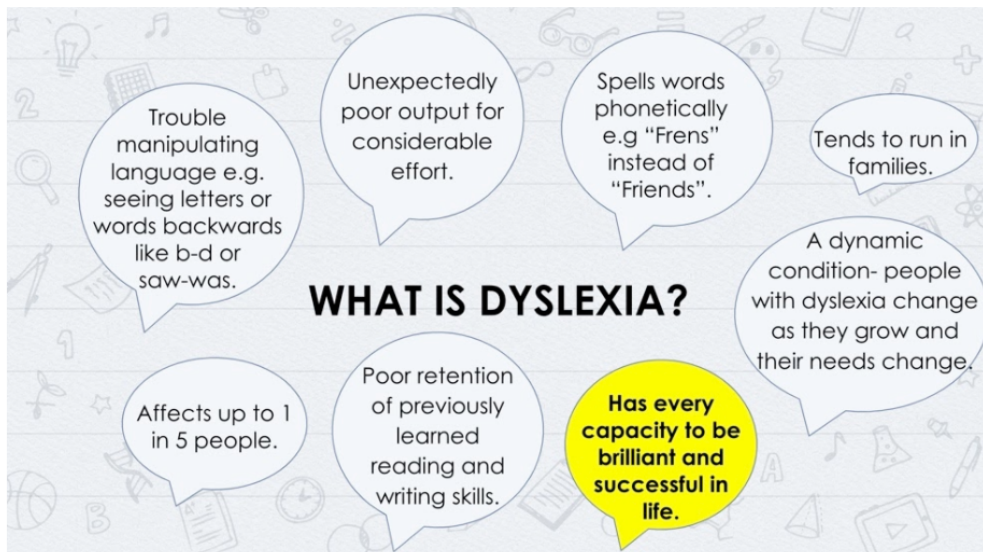
<https://www.stepsweb.com/>

The Big Five:



Reading Recovery - When children start school, reading and writing are a big part of their learning. It comes easily to some, while others find it a challenge. Reading Recovery is a school-based early literacy intervention. It provides skilled one-to-one teaching to help children who have made slow progress with literacy learning in their first year of school. Children must be between the age of 6 years old and 6 years 4 months to be accepted into this 20 week programme. In Reading Recovery, a specially trained teacher (Mrs Linda Sperring) works one-to-one with those children who are not yet reading and writing as well as their classmates.

How to support a child with Dyslexia or Dyslexic tendencies.



Dyslexia can be defined in terms of 4 characteristics:

1. It is a persistent reading and writing difficulty.
2. It happens to a normally developing student.
3. It happens despite effective classroom instruction.
4. It is because they have tremendous difficulty with phonological recoding, that is, in cracking the code of written language.

Tunmer & Greaney (2010)

What are the signs that your child might have dyslexia?

Your child may have dyslexia if after a year at school they often display a number of these difficulties:

- Unsure of the sound a letter or combination makes eg. h or sh.
- Poor sense of rhyme.
- Often mixes up letters or figures eg. b/d/p/q or n/u, or 15 for 51.
- Great difficulty spelling simple words like 'duck' or 'like'.
- Highly disorganised – often doesn't know what day it is.
- Finds learning sequences difficult e.g months.
- Extremely messy handwriting – letters are poorly formed.
- Very poor reading, even of very familiar words.
- Difficulty with things like tying laces, getting dressed quickly, clumsiness, confuses left and right.

If you have concerns that your child may have dyslexia, please contact their GG teacher for further advice.

How to support a child with Dyslexia or Dyslexic tendencies.

How can you help at home?

- Have fun with your child at home or in the car playing word games and making rhymes.
- Read together- model fluent reading and increase reading mileage with familiar books.
- While language games and reading won't 'prevent' dyslexia, they help by promoting an awareness of the sounds letters make and how language works.
- Remember to praise and encourage your child, even if they guess wrong.
- Focus on what they can do in order to develop their confidence.
- Have books readily available to read at home.
- Identifying dyslexia before starting school can be difficult and potentially risky as there is so much variation in the way children develop in those early years.
- Once identified, it is important that 'dyslexia' is not used as a label, but rather as a means to action. As a label, it encourages people to see all 'dyslexic' students as the same, when we know that they're not. All students' individual difficulties and strengths need to be identified and addressed.

Ministry of Education ([link to site](#))

A final note

Dyslexia

I am stupid.
Nobody would ever say
I have a talent for words

I was meant to be great.
That is wrong.
I am a failure.

Nobody could ever convince me to think that
I can make it in life.

Now read up

By AO

