

*Primary Literacy
Information Evening for
Parents.*



Monday 5th May 2008

*'Working together to make your child become a
better listener, speaker, reader and writer.'*

Literacy at the BSA

At the BSA we follow the new Primary Literacy Framework from England which has been recently updated. The main emphasis is now on speaking and listening and the fact that for children to be able to read and write English well, they need to be good speakers and listeners. We have adapted our teaching to take on board these new ideas and involve many more speaking activities within the daily learning across the curriculum.

Learning takes place in the following order:

Listening
Speaking
Reading
Writing

You need to be able to listen to be able to speak, be able to speak to read and be able to read to write.

The new framework we are now using for Literacy, recognises the importance of being able to **speak and listen** and its importance over the whole curriculum. This is even more important for children with English as an Additional Language. As Literacy is cross curricular, speaking, listening, reading, writing and Literacy skills are applied throughout the day in most subjects.

All year groups still cover the following areas:

- Narrative- which may include plays and play scripts, story writing and imaginative writing.
- Non-fiction- which may include instructions, explanations, reports, recounts and persuasive texts.
- Poetry

In the classroom

The structure of lessons is very much the same but now lessons include much more speaking and listening activities, such as;

- Drama and role play
- Paired/group discussions
- Whole class/group presentations

Your child may also have a talking partner to share answers with and discuss ideas. This gives every child the opportunity to answer and be heard rather than choosing one child by using hands up.

This may mean for some units of work, your child will produce less written or recorded work but with the emphasis being on speaking and listening your child will:

- have a greater understanding of what they are expected to write
- know and understand what 'good' writing looks like
- produce higher quality writing.

Ideas for developing literacy at home

These ideas can be built upon and adapted as children progress through the school.

Speaking and Listening

- Role play with puppets/dolls and play lots of games.
- Listening games- describe what they can hear, smell, see etc.
- Talk about their day ask them questions so they give more detail.
- Listen/talk about stories/events in the news or family situation.
- Retell stories the children have read or stories you have shared together.

On a car journey

Ask the children to describe what they can see in detail.

Play I spy

Rhyming word games

Start a rhyme string off e.g. cat, hat, bat, sat and then try and put into sentences.

Word games

Think of a word beginning with...

How many animals can you think of beginning with b-----

Make alliteration sentences I see a big blue buzzy bumble bee.

Word association string games e.g. pencil-paper, boat-sea, car-drive.

Join

Provide two short, simple sentences. The aim of the game is for the children to join them to make one sentence. They will need to use some form of connective and it can be useful to suggest a way of joining them. For instance:

The camel ate the cake

The cake was full of dates.

You could ask the children to join the two sentences above using the word 'which':

The camel ate the cake, which was full of dates.

Drop in

Provide a simple sentence and ask the children to 'drop in' a something extra, e.g. adjectives, adverb, a phrase or clause. Be wary of children dropping in too much! Of course - you could add to a sentence by attaching a bit either end as well.

Bertie dug a hole.

Might become:

Bertie dug a deep hole.

Bertie rapidly dug a hole.

Bertie, the farmer's dog, dug a hole.

Bertie, hoping he would soon see a kangaroo, dug a hole.

In the City of Rome

We used to play this old game in the back of the car on long journeys. It is ideal for building descriptions of settings. Think of a place and identify one thing that you can see (a park bench). Then say, 'in the city of Rome is a park bench'.

The next person has to repeat what you have said and add in something else, e.g. 'In the city of Rome is a park bench and under the bench is a sleeping dog.' A list of prepositions helps.

Then ask the child to add something else they can see or hear and keep going til you've both run out of ideas.

Instead of 'in the city of Rome', play the game using the setting in their story, e.g. 'in the haunted house'. Show children how to sketch the scene and annotate, adding in similes. Then practice turning the scenes into mini paragraphs.

Inventing Metaphors

First of all, identify something that you want to create a metaphor around - for instance - the stars. Now think of something that is like the subject or something to do with the subject - they shine, glitter, are like diamonds, like jewels, like fiery eyes. Now use an idea to make a metaphor, remembering not to use the word 'like', e.g.

The stars are shiny glitter. The stars tin tacked to the night. The diamond stars shine. The jewelled stars. The fiery stars eyed the world.

Playful

The old magic box game is great fun and never ever fails. All you have to do is imagine what might be in there. You could also imagine where an old magic carpet may take you or a magic door. Take it in turns to give a description. You could then ask them to write their ideas as a poem or story.

*In the magic box you will find -
A sunset of crimson and gold,
a universe of whirling minds,
a shivering star,
a charging rhino with skin of metal,*

Writing

Writing area

Set up a writing area at home that is initially a play area with old envelopes and pens, pencils, stationery etc.

As children get older, transform this area into a quiet place that they can concentrate in and have dictionary and thesaurus to use.

Link ideas to role play so that children act out and write in role e.g. as a receptionist, travel agent etc.

Diary of trips/visits.

Write postcards/ notes to family and friends.

Make up stories- tell story first- use toys, an old watch as a starting point.

Retell stories you have read together.

Use spelling words to make sentences.

Write shopping lists.

Creative Connections

Play this game often - just give them a word and ask them to write down as many words as they can think of that are associated with it. Time them - a minute only, and see how many words they've written. Play this many times so that they get used to generating words and ideas rapidly. This is a fundamental creative writing skill.

Ink waster

To warm up the brain and get into a creative mood - give the children a topic and ask them to write as much as they can in say, one minute. Time them and ask them to count the number of words then try again with another topic. They should write as rapidly as possible. This limbers up and frees up the mind.

Mind maps

Encourage children to order their thoughts by putting them into a mind map where they can unload all their ideas quickly and then begin to see the links.

Random words

Choose a book. Ask for a number - this gives you a page to turn to. Now ask for a number - this gives you the line. Then ask for a small number - this will select a word. The children then have 15 seconds to write a sentence using the selected word. Then use the same sort of process to randomly select two or three words - can they make a sentence using the words... Be ruthless on capital letter, sense and full stop.

Noun and verb game

Ask for a list of nouns (engine, ruler, pencil, tree). Then make a list of verbs (sipped, stole, rushed, wished). The game is to invent sentences that include a noun and a verb from the lists. This can be fun if the nouns and verbs do not match in any sensible way - you will get some quite creative solutions!

The engine sipped...

The ruler stole...

The pencil rushed...

The tree wished...

Now complete the sentences preferably choosing unusual ideas, e.g.

The engine sipped from a cup of silences.

The ruler stole a tongue of ideas. The pencil rushed down the stairs and into the garden. The tree wished it could turn over a new leaf.

Check it

Write some sentences or a paragraph with errors for your child to check. Build in the sorts of mistakes that children often make so they get used to identifying and correcting their own errors. These might include - spellings, punctuation mistakes, changes in tense, slang, etc.

He runned down the lain.

She was dead frightened.

I just jump over the wall.

I ran home, Lucy just walked.

Reading

Reading is so important!!!! For the whole curriculum

It is homework twice a week for at least 15mins, progressively getting longer as children develop their skills. We do expect parent to sign/write a comment in the reading record book.

Discuss the front cover, title, author, Is there a blurb?

What do they already know about the character or the book?

Is the setting familiar?

Make predictions about the story.

Allow children to have time to correct errors or work out words- sound them out, read on then reread the whole sentence.

Encourage them to look at the pictures for clues.

Ask questions throughout the story. To retell main events, how does the character feel?

How do you know? Which word or phrase tells you that?

Half way through, can you predict the ending?

Read a page to your child so they have to listen. Ask them to say what has just happened.

Model reading with expression and then get your child to have a go themselves.

When you've finished

- Retell the story orally or in writing.
- Identify their favourite part?
- If the story were to continue what might happen next?
- Recap any difficult words, practise reading them and putting them into sentences.
- If there have been lots of tricky words, ask them to re-read the text rather than sounding them out. For older children it might be they just read the sentence or paragraph.

Reading should be fun. You can't do all of this for each book as children will become bored. Remember children learn from you so read to them and be a role model for them.

Glossary

<p style="text-align: center;">Adjective <i>A busy day I'm busy</i> <i>He is small She is the smallest</i></p>	<p>An adjective is a word that describes something or somebody.</p>
<p style="text-align: center;">Adverb <i>Many adverbs are made when you add -ly to an adjective</i> <i>- he ran quickly</i></p>	<p>Adverbs give extra meaning to a verb, adjective or another adverb.</p>
<p style="text-align: center;">Alliteration <i>She sang sweetly.</i></p>	<p>A sentence or phrase with words that start with the same letter of phoneme.</p>
<p style="text-align: center;">Ambiguity <i>Police shot man with gun</i> <i>-it's not clear who had the gun</i></p>	<p>A word or phrase that has more than one meaning.</p>
<p style="text-align: center;">Antonym <i>Hot/cold light/dark light/heavy</i></p>	<p>A word that has the opposite meaning to another.</p>
<p style="text-align: center;">Apostrophe <i>Contracted form- I am- I'm do not- don't</i> <i>Possession- My mother's car My parents' car</i></p>	<p>A punctuation mark that is used to show either an omitted letter or possession.</p>
<p style="text-align: center;">Comma <i>Jill, my boss, is 28 years old.</i> <i>My favourite sports are football, netball and gym.</i></p>	<p>A comma is used to help the reader by separating parts of a sentence, making a list or pausing during speech.</p>
<p style="text-align: center;">Compound Word <i>Foot+ball = football</i></p>	<p>A word made up of 2 other words.</p>
<p style="text-align: center;">Conjunction <i>And, but, so, while, because, although etc.</i></p>	<p>A word used to link clauses within a sentence.</p>

<p style="text-align: center;">Genre <i>Adventure, historical, science fiction, instructional, etc</i></p>	<p>Different styles and types of writing.</p>
<p style="text-align: center;">Homonym <i>A <u>lead</u> pencil, the dog's <u>lead</u></i></p>	<p>Words that have the same spelling as another, but different meaning.</p>
<p style="text-align: center;">Homophone <i>Read/read pair/pear right/write</i></p>	<p>Words which have the same sound as another but different meanings or spellings.</p>
<p style="text-align: center;">Idiom <i>That name <u>rings a bell</u>, I've heard it before. You look a bit <u>under the weather</u> today.</i></p>	<p>An idiom is an expression or saying which is not meant literally.</p>
<p style="text-align: center;">Imagery</p>	<p>Use of language to create a vivid picture in the reader's mind.</p>
<p style="text-align: center;">Metaphor</p>	<p>Where the writer writes about something as if it is something else. An imaginative substitution.</p>
<p style="text-align: center;">Noun <i>My younger <u>sister</u> won some <u>money</u> in a <u>competition</u></i></p>	<p>A word that means something or somebody.</p>
<p style="text-align: center;">Phoneme <i>The following words all end in the same phoneme but with different letters to represent the sound <u>to</u>, <u>through</u>, <u>shoe</u></i></p>	<p>A unit of sound made when one or more letters are combined.</p>
<p style="text-align: center;">Prefix <i>in, dis, anti, pre, mis (etc)</i></p>	<p>A group of letters added to the beginning of a word to change its meaning.</p>
<p style="text-align: center;">Simile <i>He is as strong as an ox,</i></p>	<p>A comparison of something to something else.</p>

<p style="text-align: center;">Speech</p> <p><i>Direct- Helen said, "I'm going home."</i> <i>Reported- Helen said that she was going.</i></p>	<p>Direct speech uses the speaker's original words within speech marks. Indirect or reported speech is when we say what was said, but in our words.</p>
<p style="text-align: center;">Suffix</p> <p><i>Worker medicinal,</i></p>	<p>A group of letters added to the end of a word.</p>
<p style="text-align: center;">Syllable</p> <p><i>Rab-bit, yes-ter-day</i></p>	<p>The smaller parts of a word when we break it down.</p>
<p style="text-align: center;">Synonym</p> <p><i>Said/asked/enquired/shouted</i></p>	<p>Words that have the same or similar meanings to another.</p>
<p style="text-align: center;">Synopsis</p>	<p>A brief summary of a paragraph or book.</p>
<p style="text-align: center;">Tense</p> <p><i>There are 3 main tenses, present, past and future, which can be continuous or simple.</i></p>	<p>Verbs change in order to signify time.</p>
<p style="text-align: center;">Verb</p>	<p>A word to express and action, a happening, a process or a state.</p>
<p style="text-align: center;">Vowel</p>	<p>a, e, i, o ,u</p>

Website	Topic	Comment
www.starfall.com	Comprehension	The site contains very colourful, on-line books for beginner readers. It is aimed at much younger children.
www.puzzlemaker.com	Creating various types of puzzles e.g. word searches, tiles etc	An excellent site to create puzzles for any subject, once made the puzzle can be saved online for future use.
www.bbcskillswise.com		An excellent site for reviewing the basic skills of Literacy.
www.bbc.co.uk/schools/wordandpictures	Basic Phonics	This is an interactive site aimed at Year 2 students but is very useful for older students needing to revise or learn cvc words, consonant, blends and long vowel sounds.
www.bbc.co.uk/schools/spellits	More advanced phonic games	This site includes a number of interactive spelling games aimed at students in Year 3-6.
www.fontyonline.com	Phonic Software	
www.nelsonthornes.com/primary/phonics	Phonic Games	The site is generally for games but it does contain some fun software for students learning basic sounds and blends. It also has a resource bank of basic sounds, blends and words that can be printed off and photocopied.
www.eslkidstuff.com	Literacy	Ideas for games etc.
www.woodlands-junior.kent.sch.uk	Literacy	Good choice of games.
www.beenleigss.eq.edu.au/requested_sites/sounds/index.html	Phonics and reading	Colourful. Great for interactive phonics. Good reading with illustrations.
www.grinningface.com	Literacy	Stories competitions and downloads.
www.fablevision.com/northstar/read/index.html	Reading	Illustrated reading. Holds interest of students as a little presented at a time.
www.beenleigss.eq.edu.au/requested_sites/audiostories/index.html	Reading	Excellent site. It also has audio ability.
www.beeleigss.eq.edu.au/requested_sites/.html	Phonics	Interactive colourful, can chose particular vowel diagram to work on.
www.firstyears.com/literacy	Phonics, high frequency words	Good resources to print out and games.
www.eduplace.com/kids/hmsv/		
www.gigglepoetry.com/		
www.bbc.co.uk/cbeebies/storycircle		Some nice on line stories. More suitable for the younger ones.
www.roalddahl.com/		Good for stories.
www.bbc.co.uk/schools/wordsandpictures		Phonics worksheets, games and poems etc. More for KS1.