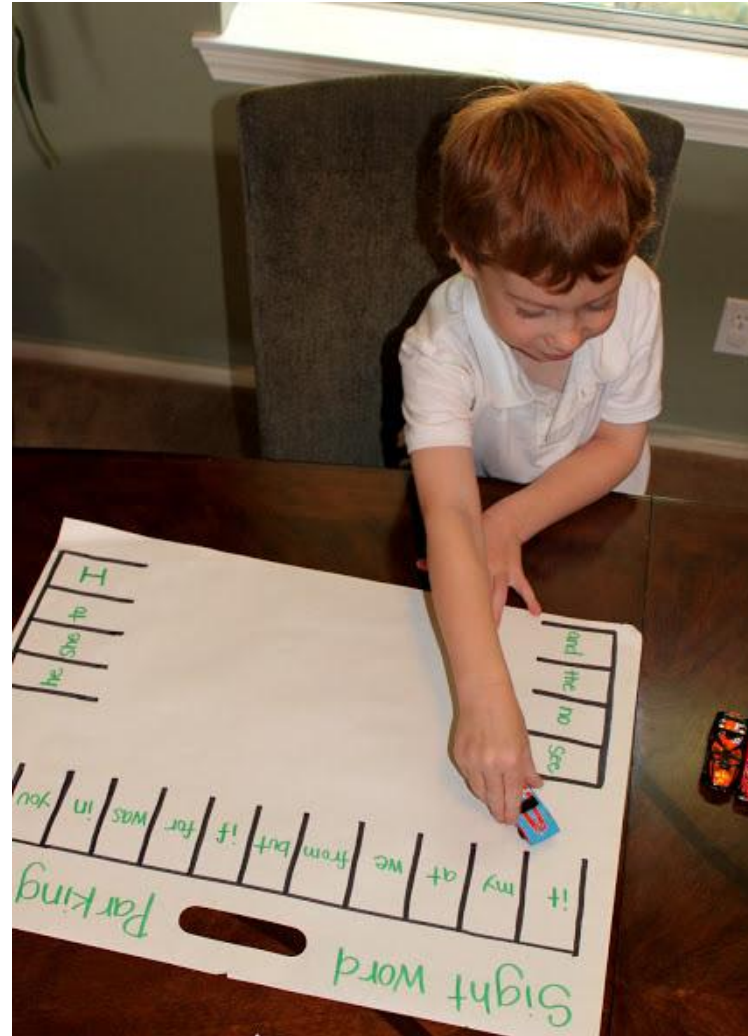


Sight Words/ High Frequency Words





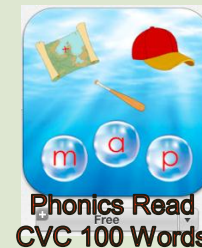
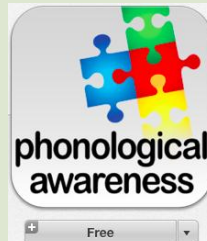
Apps to Develop Phonological Awareness

Syllabification

Rhyming

Initial Sounds

Segmenting/ Blending CVC Words



Phoneme Manipulation- 'Mystery Games'

Phoneme Addition

"I'm hiding a picture in my hands. You can work out what it's a picture of by adding 'm' to the front of 'at'. Can anyone guess what the mystery picture is?"

Phoneme Deletion

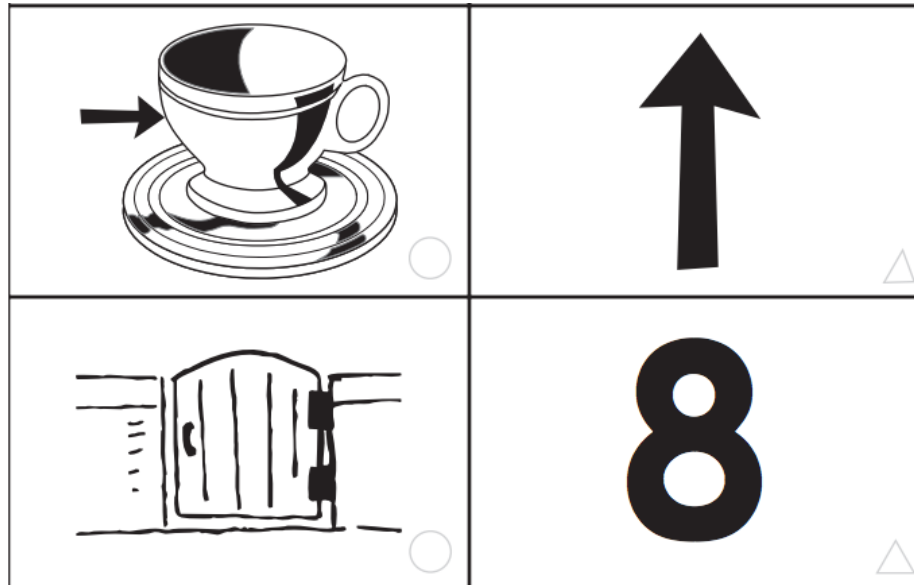
"This card in my hand has a mystery word on it. You can work out what it says by taking the 't' sound from the word 'tin'. Does anyone know what my mystery card says?"

Phoneme Substitution

"I'm hiding a picture in my hands. You can work out what it's a picture of by changing the 'b' sound in boat to a 'g'. What new word do I make? Can anyone guess what the mystery picture is?"





'What's Left?'



'I have, who has?'

<p>Say lock. </p> <p>Now add /c/.</p> <p>What word do you get?</p>
<p>Say rip. </p> <p>Now add /t/.</p> <p>What word do you get?</p>

<p>clock</p> 
<p>trip</p> 



Vowel/ Consonant Digraphs & Blends

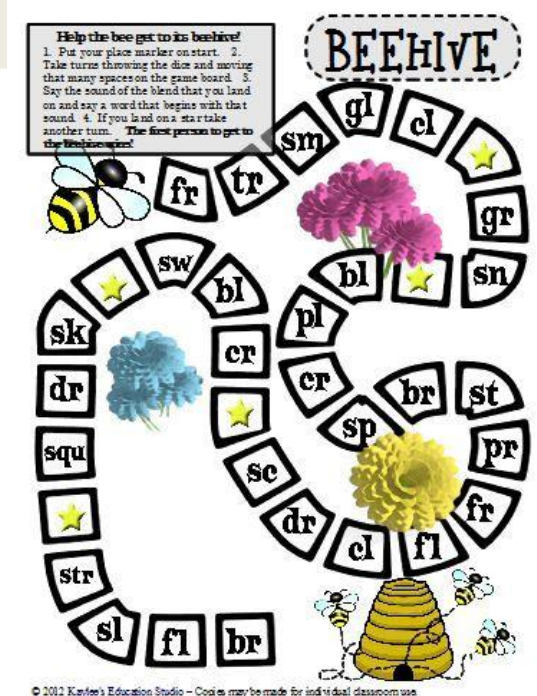
Bingo

Digraph Bingo!			
th	●	●	ch
sh	●	th	●
●	ck	sh	ch
sh	th	●	ng

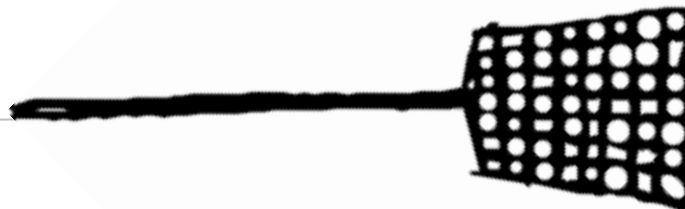
Sound 'Bam!'

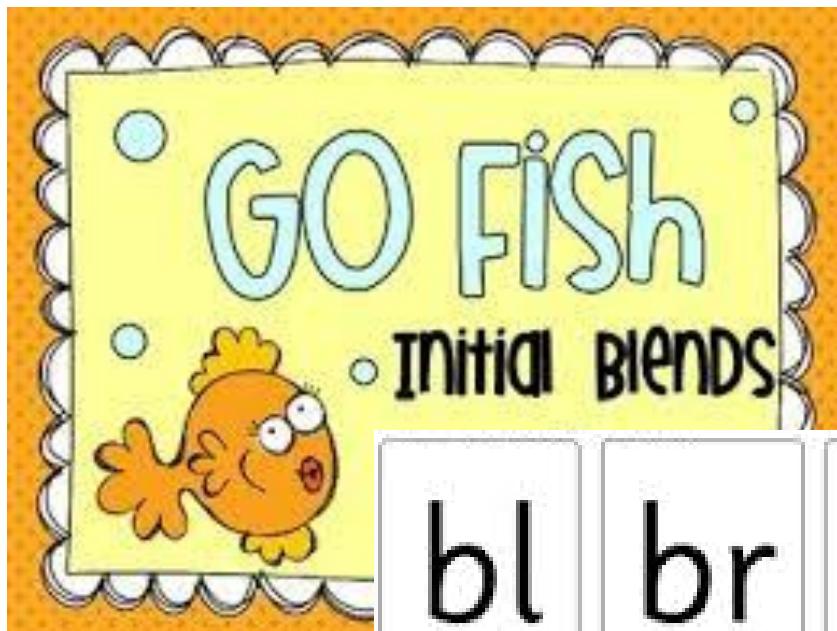


Board Games



Fly Swat (recorded on iPads with letters groups know, add a new one each week. Could be saying a word/ blend/ digraph OR a word that contains the letter/sound feature)





bl	br	cl	cr
dr	fl	fr	gl

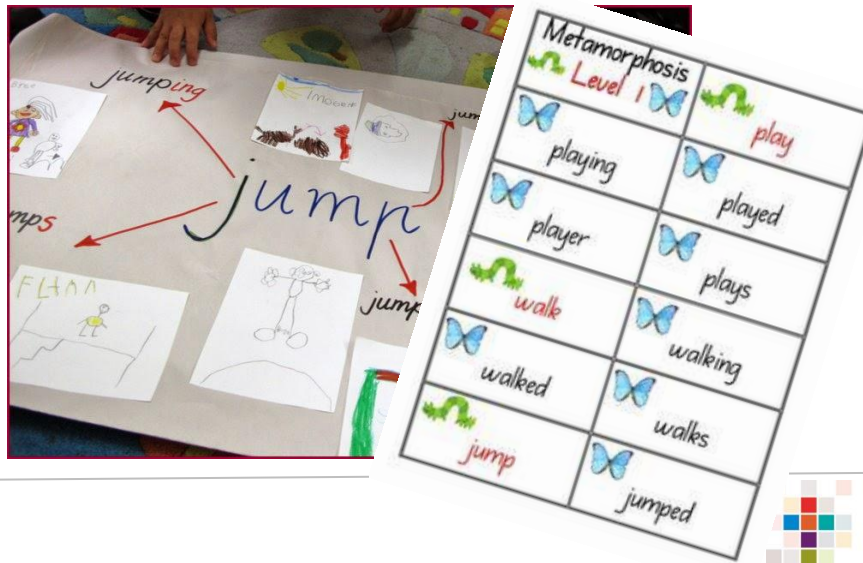


Morphemes

Word detectives- investigating the smallest meaningful units. What does the suffix tell us?



Word building- adding prefixes and suffixes to base words.



Prefixes & Suffixes



The excited boy was <u>full of</u> joy.	The book was certainly <u>able to be</u> read.	The artist drew a picture <u>full of</u> color.
The cat was <u>full of</u> fear when he saw the growling dog.	The poor woman was <u>without a</u> penny.	Since we didn't think our team had a chance of winning, we were <u>without</u> hope.
The barefooted baby was <u>without</u> shoes.	The burnt toast was still <u>able to be</u> eaten.	She plays softball <u>every</u> week.



I Have, Who Has?

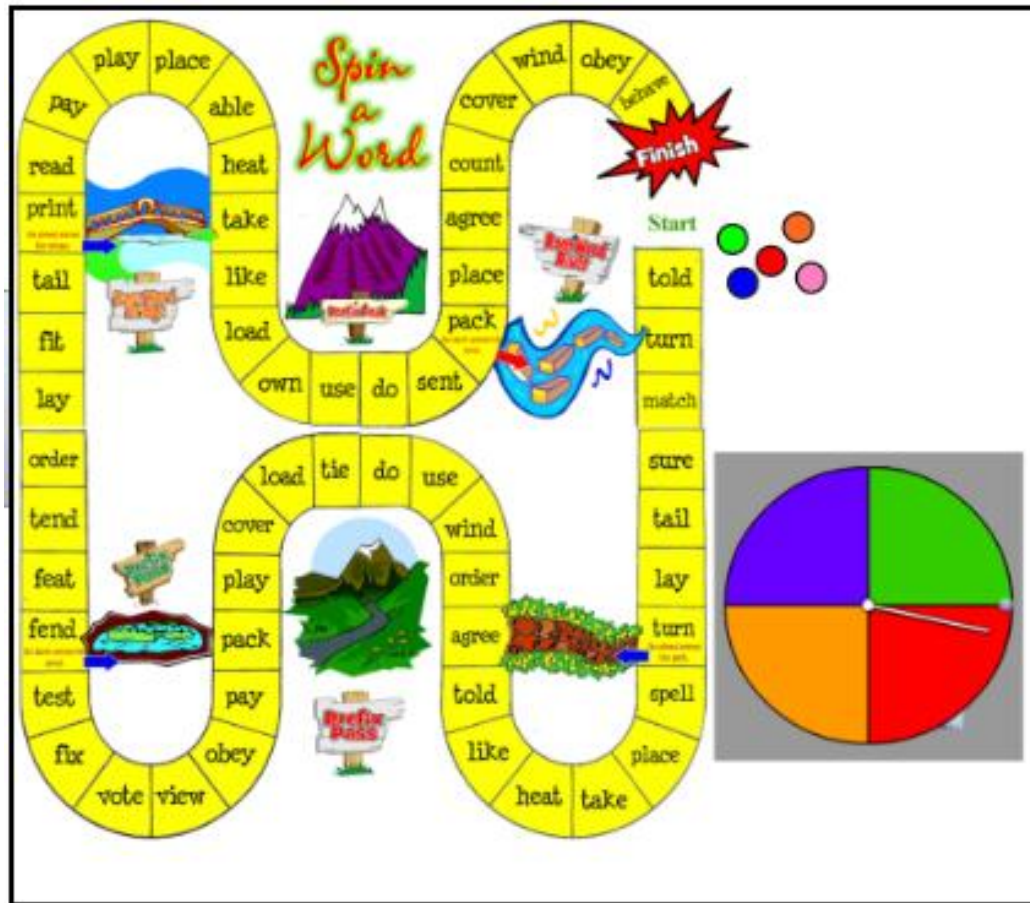
I have <u>unhappy</u> . Who has <u>not hurt</u> ?	I have <u>unhurt</u> . Who has <u>fill again</u> ?
I have <u>refill</u> . Who has <u>not lucky</u> ?	I have <u>unlucky</u> . Who has <u>paint again</u> ?
I have <u>repaint</u> . Who has <u>heat again</u> ?	I have <u>reheat</u> . Who has <u>unafraid</u> ?

Memory

unbroken	not broken
unequal	not equal
unknown	not known
unhealthy	not healthy



SMART Exchange



Reflection and Networking



How can you address elements 1.1.5 and 5.2.1 when running word work sessions?



How do you incorporate the 'big picture ideas' of the NQS and EYLF into word work sessions?



Reading: What does the WAC: English say?

Pre-Primary

- Reads predictable texts, practising phrasing and fluency.
- Uses comprehension strategies to understand and discuss texts listened to, viewed or read independently.
- Recalls one or two events from texts with familiar topics.
- Identifies letters of the English alphabet and uses the sounds represented by most letters.

Year 1

- Understands the purpose of different texts.
- Makes connections to personal experience.
- Identifies language features, images and vocab used to describe characters and events.
- Reads aloud with developing fluency and intonation.
- Recalls key ideas
- Uses comprehension strategies to identify literal and implied meaning in texts.

Year 2

- Discusses similarities between texts by identifying text structures and language features used to describe characters, settings and events.
- Monitors meaning and self-correct.
- Uses comprehension strategies to identify literal and implied meaning of texts.
- Reads a significant number of high-frequency sight words.
- Reads texts that contain varied sentence structures and some unfamiliar vocabulary.



Reading To & Modelled/ Shared Reading

How can you address elements 1.1.2, 1.1.3, 1.2.2 during reading to, modelled and shared reading sessions?



Guided Reading

“Guided Reading is a procedure that enables teachers to support small groups of students who use similar reading strategies and who are **able to read texts** at a similar level.” ~ First Steps



Independent Reading

Reflecting on the Effective Use of the Independent Reading Procedure

- Did I set aside an uninterrupted period of time each day for independent reading?
- Did I encourage all students to read independently?
- Did I allow students to choose their own reading materials?
- Did I read? If not, did I use the time to observe and gather information about the students?
- Did I provide opportunities for students to independently apply reading skills and strategies that have previously been modelled (e.g. fluency, comprehension strategies, etc.)?

Consider how elements 1.1.2 and 1.1.5 can be incorporated into independent reading.



Independent Reading: the reading area



Guided & Independent Reading 1-2

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 - I10	<p>Guided Reading</p> <p>The Moon Landing</p> <p>Focus: Intonation: Fluency and intonation</p>	<p>7mins Independent Reading</p> <p>The Moon Landing</p> <p>Creating Literature: Pads (Explain Everything, Take a photo of the front cover of your book, Create aural sequel. In your sequel, include what Kayla and Ben made from the cardboard boxes and what they did with their creation)</p>	<p>7mins Independent Reading</p> <p>The Moon Landing</p> <p>Choose LUENCY tool</p>	<p>7mins Independent Reading</p> <p>The Moon Landing</p> <p>Choose PREDICTION tool</p>	<p>7mins Independent Reading</p> <p>The Moon Landing</p> <p>Examining Literature (Yr1): Complete characters/Setting/Plot graphic organiser</p>
Group 2 - I16	<p>7mins Independent Reading</p> <p>Who Works at the Supermarket?</p> <p>Choose PREDICTION tool</p>	<p>Guided Reading</p> <p>Fat Snake - Thin Snake</p> <p>Focus: Decoding - e-sound vs short sound</p>	<p>7mins Independent Reading</p> <p>Fat Snake, Thin Snake</p> <p>Choose LUENCY tool</p>	<p>7mins Independent Reading</p> <p>Fat Snake, Thin Snake</p> <p>Examining Literature: Complete plot description worksheet: orientation, complication, resolution</p>	<p>7mins Independent Reading</p> <p>Fat Snake, Thin Snake</p> <p>Creating Literature: Pads (Explain Everything, Take a photo of the front cover of your book, Create aural sequel. In your sequel, include what might happen to the snake now that the is skinny)</p>
Group 3 - I20	<p>7mins Independent Reading</p> <p>The Tent</p> <p>Choose LUENCY tool</p>	<p>7mins Independent Reading</p> <p>The Tent</p> <p>Choose PREDICTION tool</p>	<p>Guided Reading</p> <p>Just the Facts</p> <p>Focus: Comprehension - Making Connections</p>	<p>7mins Independent Reading</p> <p>Just the Facts</p> <p>Write down two facts about yourself. Write down two opinions you have about an animal/TV show/Song/Band.</p>	<p>7mins Independent Reading</p> <p>Just the Facts</p> <p>Computers: Play fact vs opinion game in http://pbskids.org/arthur/games/factsopinions/factsopinions.html</p>
Group 4 - I26-27	<p>7mins Independent Reading</p> <p>The Extraordinary House</p> <p>Choose LUENCY tool</p>	<p>7mins Independent Reading</p> <p>The Extraordinary House</p> <p>Responding to Literature: Answer the following questions in your Reading Response Journal:</p> <ol style="list-style-type: none"> Who is your favourite character? Why? What was your favourite part of the story? Why? What made the story entertaining? Share responses with a partner. 	<p>7mins Independent Reading</p> <p>The Extraordinary House</p> <p>Choose PREDICTION tool</p>	<p>Guided Reading</p> <p>Blood Bank</p> <p>Focus: Self-Monitoring & Self-Correcting</p>	<p>7mins Independent Reading</p> <p>Blood Bank</p> <p>Think about your favourite sport. Imagine that you have written a non-fiction text about that sport. Create a glossary of 6 terms that you would find in the back of your text (e.g. if you wrote a text on AFL, your glossary might contain words such as umpire, disposal, goal posts, midfielder, etc.)</p>
Group 5 - RA9-10	<p>7mins Independent Reading</p> <p>Trouble for Tom</p> <p>Choose LUENCY tool</p>	<p>7mins Independent Reading</p> <p>Trouble for Tom</p> <p>Choose PREDICTION tool</p>	<p>7mins Independent Reading</p> <p>Trouble for Tom</p> <p>Examining Literature: Create a concept map of the words used to describe Tom's appearance and personality/behaviour. Remember to include page numbers. Share</p>	<p>7mins Independent Reading</p> <p>Trouble for Tom</p> <p>Creating Literature: Pads (Explain Everything, Take a photo of the front cover of your book, Create aural sequel. In your sequel, include what might happen in another chapter of the</p>	<p>Guided Reading</p> <p>Lure</p> <p>Focus: Figurative language (similes and metaphors)</p>

Prefix Investigations

Use the focus prefix on the board to direct your investigation. Use your independent reading book (or books from the bookshelf) to find words ☺



Decoding Multisyllabic Words

Choose 6 words to decode ☺

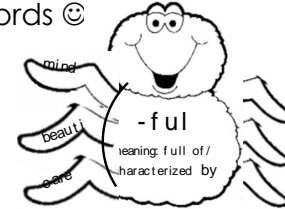


Sight Word Bang! Boom! Bam!



Suffix Investigations

Use the focus suffix on the board to direct your investigation. Use your independent reading book (or books from the bookshelf) to find words ☺



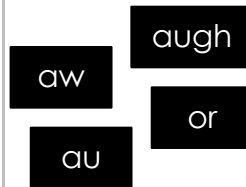
Sound Snap

(Remember that you need to shout out the rhyming sound rather than 'snap'! (e.g. 'at')).



Graphophemic Investigations

Choose two graphemes from the same phoneme family. Use your independent reading book (or books from the bookshelf) to find words that match your chosen grapheme(s).



Initial Consonant Blends

sh	cr	thr
sn	gr	sp
fl	ch	fr



Fluency

Name _____

1st Quarter

MY FLUENCY GRAPH

150									
145									
140									
135									
130									
125									
120									
115									
110									
105									
100									
95									
90									
85									
80									
75									
70									
65									
60									
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									
0									
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9



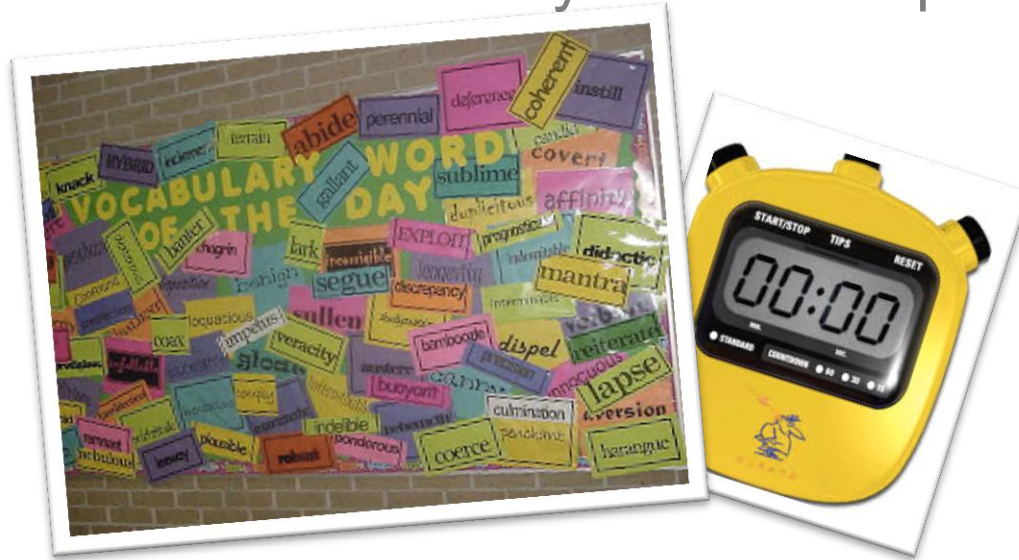
☆ Reading Fluency: Letters



26									
25									
24									
23									
22									
21									
20									
19									
18									
17									
16									
15									
14									
13									
12									
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6									
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4									
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2									
1									
Date:									



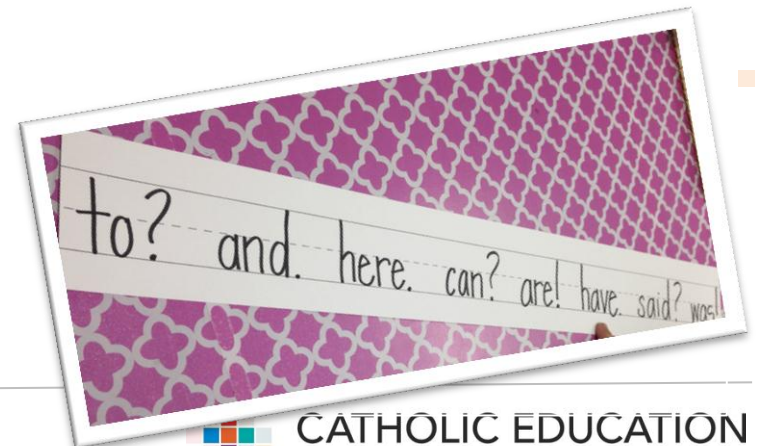
- Timed 'races' around vocabulary wall with a partner



- Listening post

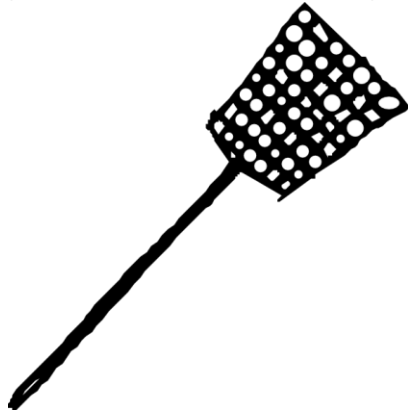


- Intonation strips



Vocabulary

Flyswatter Vocabulary



Personifying Vocabulary

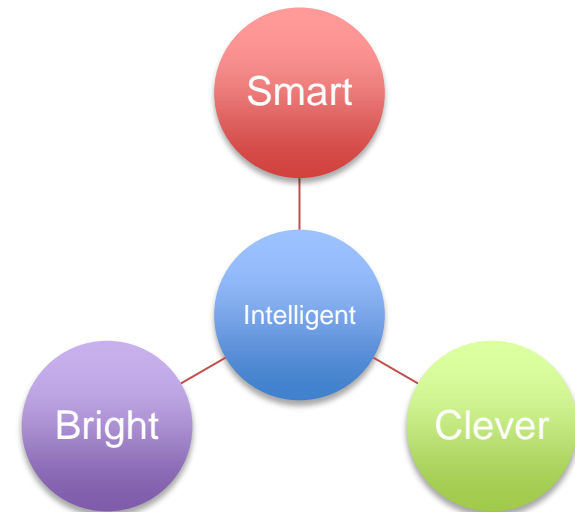


Mrs Wont has lots of habits. She is in the habit of running late, so she wears a large watch on her wrist. Mrs Wont also has a habit of getting easily stressed, which is why she constantly listens to Enya (which she plays on her iPod). So that she can satisfy her habit of being overly- fastidious with cleaning, Mrs Wont is always armed with a cleaning cloth and Spray N' Wipe. Mrs Wont is unemployed as her habits seem to get in the way of her productiveness at work.

Defining 3 vocab words in own terms

Furious is when you are very angry.

Synonym Webs



Comprehension Strategies

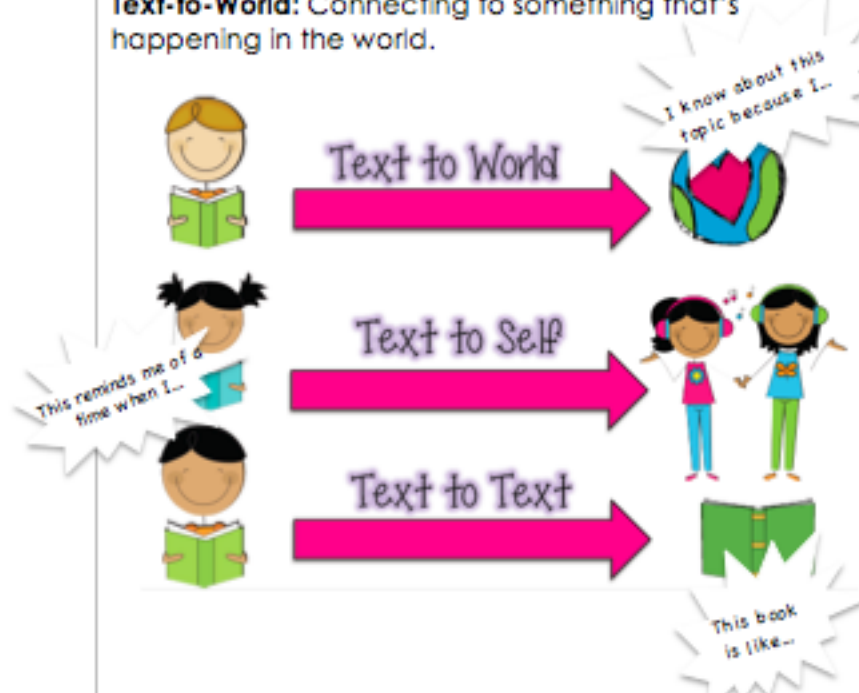
Making Connections

Making connections between the different things we read:

Text-to-Self: Connecting to something in our own life.

Text-to-Text: Connecting to a text we've read before.

Text-to-World: Connecting to something that's happening in the world.



Why?: When we connect a text to something we know or have experienced, we can understand it better.

When?: We can use this strategy with **all text types**.

- With non-fiction texts, we might make connections by thinking about what we know about the topic.
- With fiction texts, we might think about how the story or characters connect to something/ someone we've experienced or read about.



Reflection and Networking



How can you address elements 1.1.6 and 3.2.2 when running small group reading sessions?



How do you incorporate the 'big picture ideas' of the NQS and EYLF into reading instruction?

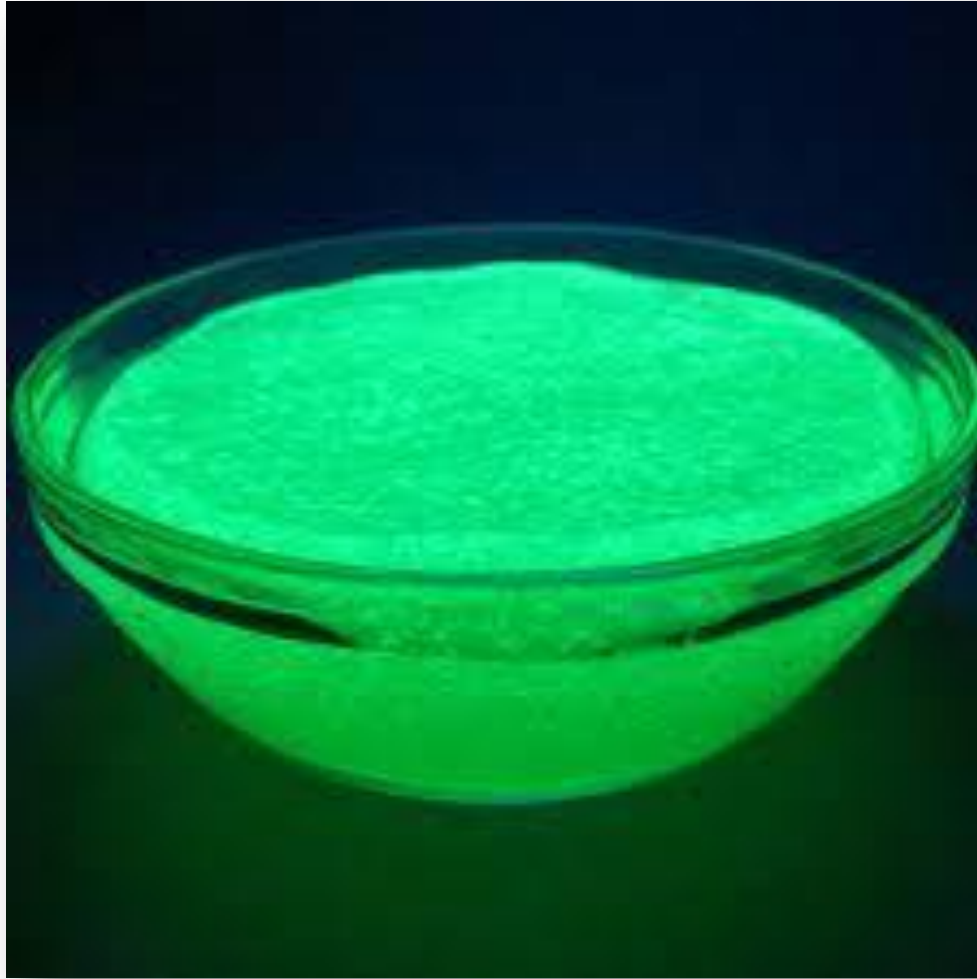


Revisiting Challenges



Lunch





Writing: What does the WAC: English say?

Pre-Primary

- Writes short texts to explore, record and report.
- Participates in shared editing of own texts for meaning, spelling, capital letters and full stops.
- Produces some lower case and upper case letters using learned letter formations.
- Uses word processing programs to construct texts.

Year 1

- Writes short imaginative and informative texts, providing details about ideas or events.
- Accurately spells words with regular spelling patterns and uses capital letters and full stops.
- Correctly forms all lower case and upper case letters.
- Reads aloud with developing fluency and intonation.

Year 2

- Writes short imaginative, informative and persuasive texts.
- Creates texts with images to support the meaning of the text.
- Accurately spells familiar words and attempts to spell less familiar words.
- Uses punctuation accurately.
- Legibly writes upper case and lower case letters.



Examples of Different Text Types

Imaginative	Informative	Persuasive
Poetry Narrative	Report Explanation Description Recount Procedure	Exposition Discussion



Modelled/ Shared Writing



Writing in a Play- Based Environment: Provocations/ Creative Areas





The Shop

- price tags
- order pads
- docketts
- posters
- catalogues
- scanning machine

The Home Corner

- shopping lists
- telephone messages
- address book
- recipe book
- message board
- mobile phone
- computer
- answering machine

The Weather Corner

- laminated maps
- pointers
- weather chart with symbols such as cloud, sun, rain, wind, lightning
- laminated chart to write the weather on
- website for local weather forecast

Options for Corners

grocery store
museum
theatre
library
nurses' clinic
travel agency
shop

florist
bank
police station
hospital
dentist
artist's studio
roadhouse/restaurant

The Health Clinic

- telephone message pad
- appointment book
- In/Out sign
- opening hours sign
- poster about care of body
- patient notes/files
- eye chart

The Bank

- notepaper
- ATM cards
- ATM machine
- deposit and withdrawal forms
- application forms

The Restaurant

- order book
- menus
- specials board
- bills
- restaurant signs
- name tags
- place mats
- drinks list
- telephone


Order 

Table number: 2

Quest name: KEV

Order 1. LRTA

2. CHICKN

3. IC CREM

Server's name: LACK

Restaurant Bill \$\$\$\$

Table number: 2

Cost: \$10

card

cash 

cheque

Thanks for eating here.

Server's name: LACK

Figure 5.5 Creative Corners — text generated by a student

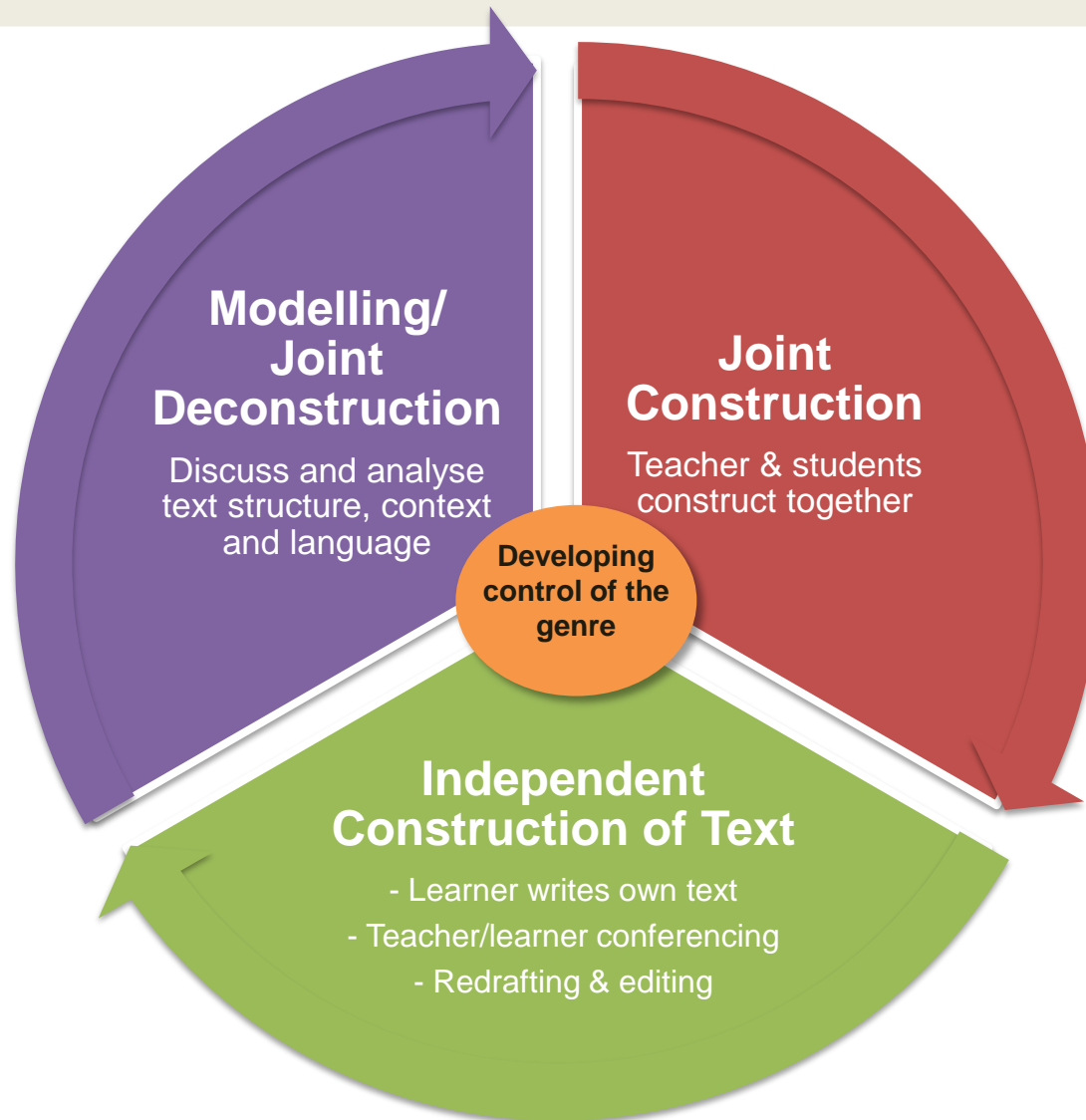
Play 'Corner'	Potential Texts for <u>Modelled/</u> Shared Writing:	Possible Prompts to Encourage Student Writing (including role-play writing):
Restaurant	e.g. Menu	(e.g. "I'd like to make an order but I'm not quite sure what I can choose from. Do you have a menu?")
Supermarket		



Writing- a great place to promote agency



The Importance of the Genre Teaching Cycle



Introducing Genres: Joint deconstruction

Genre
Scope &
Sequence

When introducing a new writing genre, use a 'mentor text' to identify:

1. The purpose of the text and the intended audience.
2. The stages of the text (e.g. for a narrative: orientation, complication, resolution).
 - Cut the mentor text into paragraphs.
 - Students work in groups to reconstruct the text in correct sequence.
 - The class uses common terms/ important metalanguage (written on the board) to talk about the text.
3. The language features of the text.
 - Students work in groups to highlight a particular language feature.
 - The class uses common terms/ important metalanguage (written on the board) to talk about the language features.



Using an IWB to deconstruct texts



What to do:

1. Turn on the tap.
2. Wet your hands under the tap.
3. Put some soap on your hands.
4. Rub your hands together.
5. Rinse your hands under the tap.
6. Turn off the tap.
7. Dry your hands on the towel.

You will need:

- tap
- soap
- towel



INSTRUCTIONS FOR HOW TO WASH YOUR HANDS



Your Turn!

Explanation

Using a mentor text...

Introduce the genre

- To retell events in order to inform or entertain a listener.

Give examples

e.g. a diary entry, a newspaper article, a police report...

Explain the structure

Recounts start with an orientation that sets the scene and tells you who, what, when, where and why.

Events are then written about in the order they happened.

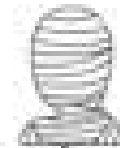
The recount ends with a short one- to two- sentence summary of the event. This may be a personal comment that sums up how you think or feel, or what you have decided about the event.

Language features

- Past tense
- Time conjunctions and connectives
- Evaluative language to express feelings and judgments of things, people and events.
- First person (for a personal recount) or third person (for an impersonal account)



The Museum



Last Friday we went to the Museum. There were four people in my group. We drove to the train station and caught the 8 o'clock train. When we got off the train it was pouring with rain.

First we met our museum guide. He took us into the dinosaur exhibition. They were only pretend dinosaurs and the walls were fake but they looked awesome and made loud, scary, roaring noises.

Next Mr Smith took us to where the games were. First my group played Hidden Tombs. It was easy. All you had to do was follow the clues to get through the pyramid maze. I found the first tomb.

After that we went into a room to have our lunch while we watched a video about mummies. Mrs Assiz gave us a sheet to do. When we finished we went to see real mummies.

When we returned to school it was time to go home. I loved going to the Museum. It was the best excursion I have ever been on.



Introducing Genres: Joint Reconstruction

Students contribute to the construction of the joint text with teacher guidance, talking explicitly about:

- the purpose of the text and its intended audience
- their language choices
- the development of the stages in the text
- If the purpose is effectively achieved

Joint reconstruction works best when teachers build students' knowledge prior to writing by identifying:

- What is this text about?
- What do you know about x?
- What type of words will we use in this text?



Matty, Katie, Megan + Tiffany

Sample B Best
Sample D worst
Sample C second Best
Sample A second worst

Most effective

Reasons: States the problem
tells why it is important
facts

brings you into the problem
flows

stays on topic
restates the problem

Least effective

Reasons:

tells why you should
bring horses in to parks
benefit them not every one
Repetition of word

Does not restate the problem

Does not even state problem

Does not catch attention

Does not persuade you keep
horses out of parks.

Haley Ellett

Persuasive Rules.

- 1.) stay on topic
- 2.) Use strong arguments.
- 3.) Have supporting facts.
- 4.) Use detail
- 5.) Restate the problem at the end.
- 6.) Use further Discussion
- 7.) Have a problem and a solution.
- 8.) Tell why the problem is important.
- 9.) give lots of Information on the topic
- 10.) Have a title
- 11.) Tell the other side.



Guided Writing

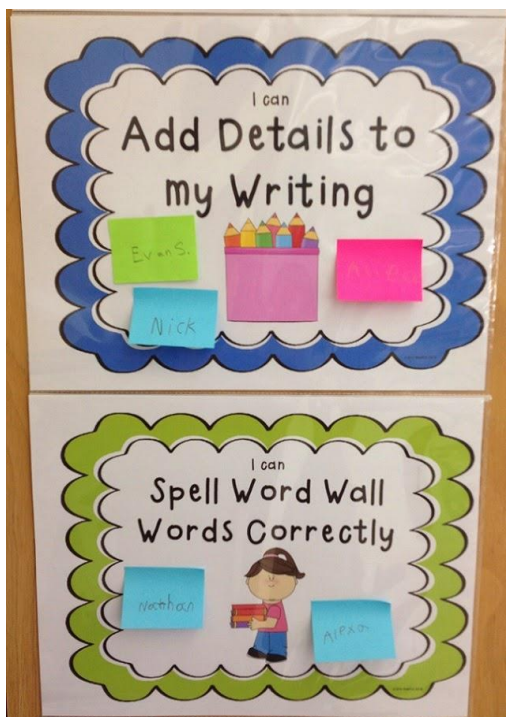
Guided Writing Groups

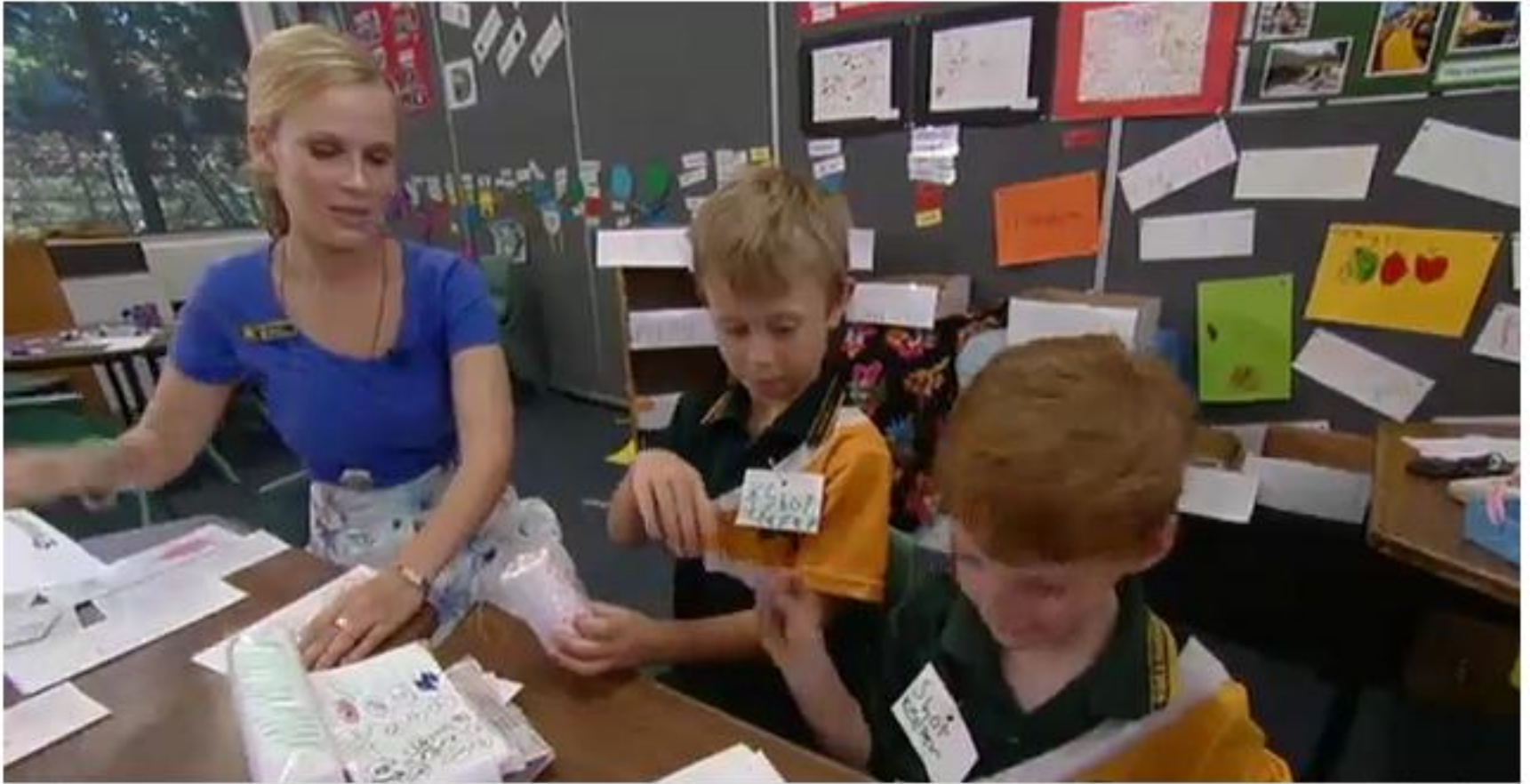
Focus/ Foci:	Focus/ Foci:	Focus/ Foci:	Focus/ Foci:	Focus/ Foci:
Students:	Students:	Students:	Students:	Students:



Make Goals Explicit

Make students aware of goals through the use of cue cards or a goal wall.





The Work of a Teacher's Hand

Teacher works alongside the child to support and guide literacy learning.



The teacher's hand skillfully guides the child's hand to produce written symbols.



"Let's read this together."



Modelling writing

"Here let me help you with the letter shape of the letter g."



Play 'Corner'	Potential Texts for <u>Modelled/</u> Shared Writing:	Possible Prompts to Encourage Student Writing (including role-play writing):
Restaurant	e.g. Menu	(e.g. "I'd like to make an order but I'm not quite sure what I can choose from. Do you have a menu?")
Supermarket		

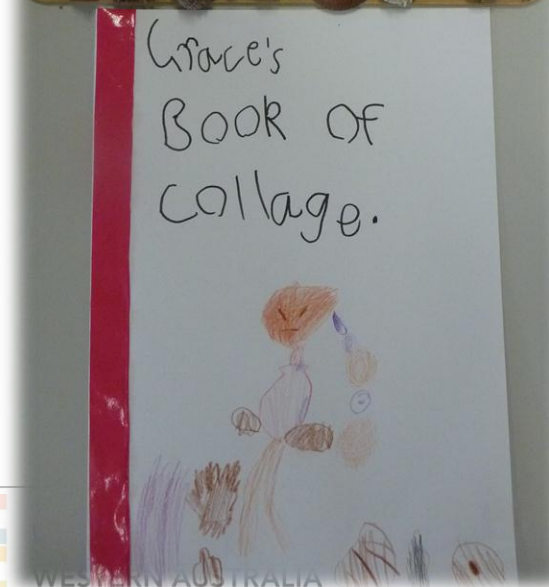


Independent Writing

- Linked to modelled/ shared writing session.
- Students **write for authentic purposes.**
- All students engaged in a **writing-related task that is student-initiated.**
- A sustained period for writing is provided.
- Reference/ anchor charts provided.



Literacy in everything we do – relevant





Literacy Centres



Provide opportunities for students to choose what they'll write about.

What different text types could you write with this image as a stimulus?



- Instructions on how to wash a dog
- A report on dogs
- A letter to concerned passer-by to owner about leaving dog chained to the chair and wet
- An exposition about why dogs shouldn't be kept on leads
- A list of equipment you need to care for a dog



How can you/ how do you incorporate more student choice and authenticity into writing genres?

AUTHENTICITY



Reflection Time

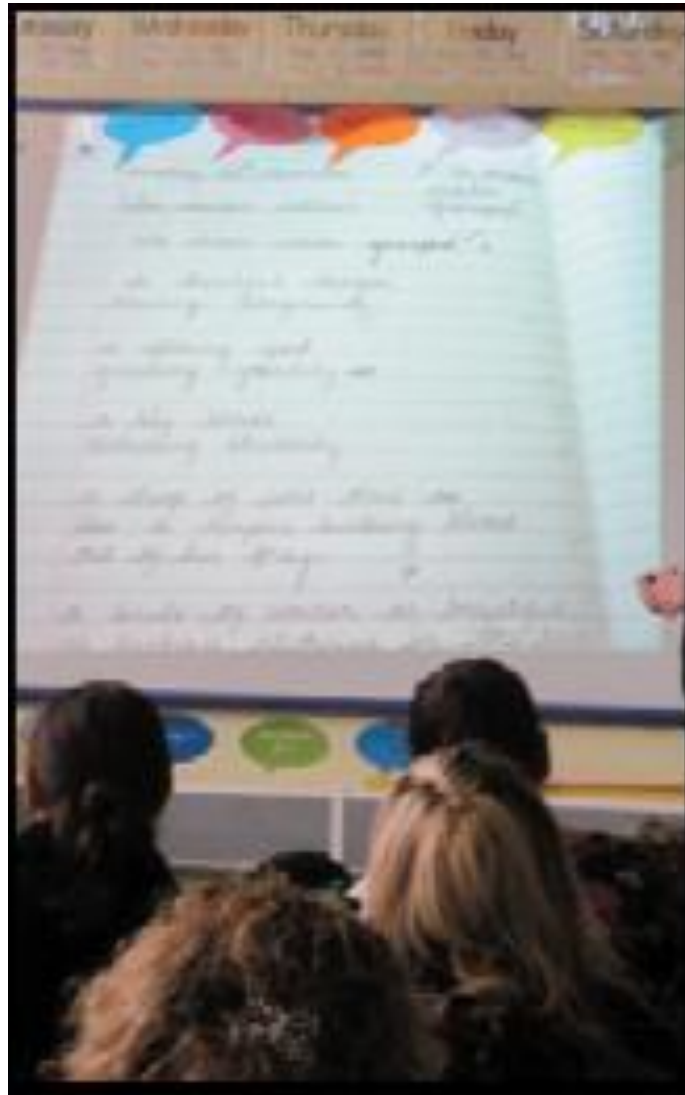
Students are given the opportunity to articulate their learning in reading and/or writing. It is not simply a time for students to share their work (unless students are using their work to articulate their learning).

Conferencing sessions with peer(s)- using learned structure and referring to clear student goals.

- Learning journals/ Reflection journals- relating to explicit performance criteria/ goals.
- Choosing a student to share his/ her good work and getting children to critique its success using goals/ metalanguage.

→ The importance of **metalanguage** and developing language associated with literacy.





Be a Good Critic

Compliments

- I really liked the way you...
- I enjoyed reading the part when...

Suggestions

- How do you feel about adding...
- I'm unclear with how you...
- Maybe we can come up with a way to...

Corrections

This is a good time to correct

- Spelling
- sentence organization
- missing words
- punctuation

Conferring

- ♥ Investigate, "What are you working on?"
- ♥ Notice and Name, "I am noticing you are..."
- ♥ Teach, "One of the things writers do..."
- ♥ Confirm, "So what do you think you might do?"



Reflection and Networking



How can you address elements 1.1.6 and 3.2.1 during writing instruction?



How do you incorporate the 'big picture ideas' of the NQS and EYLF into writing instruction?



Revisiting Challenges



Discussion: What will you take from today?





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