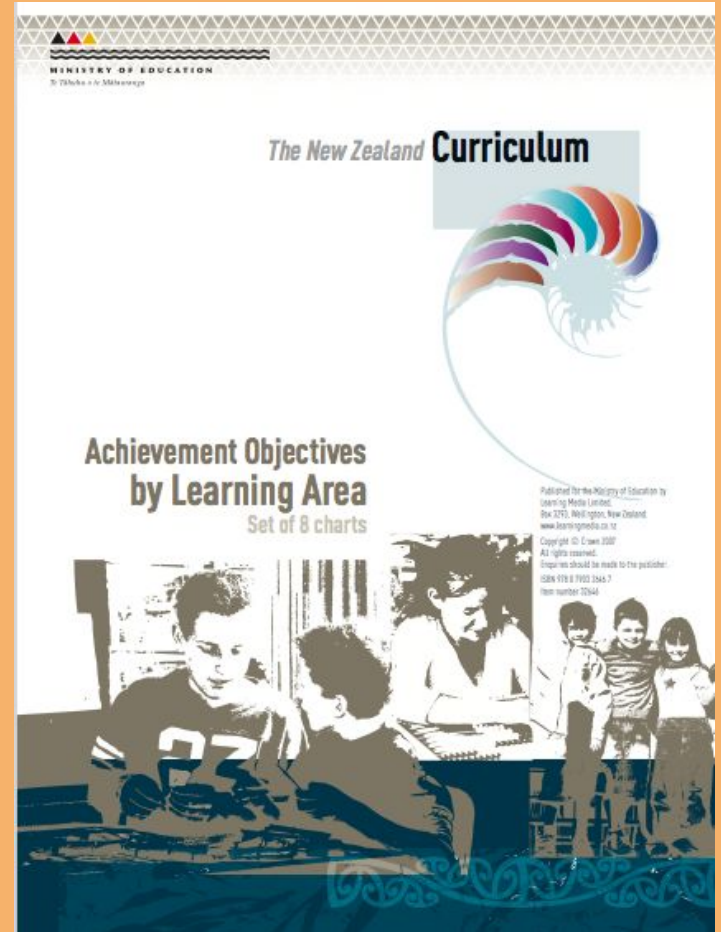


# Welcome to our Literacy Parent Hui



# National Standards



# What are National Standards?

- In 2010, all schools with children in Year 1-8 were asked to use National Standards in reading, writing and maths
- The standards are a description of what all NZ children are expected to be able to do in reading, writing and maths in Year 1-8
- These have been developed by the MOE and subject experts

# Why were National Standards Introduced?

- The standards give teachers, your child and you a clear idea of where your child is at in reading, writing and maths, and what they have to do next in their learning
- Doing well in reading, writing and maths will give your child the skills and knowledge they need now
- Working at or above the standards during Year 1-8 means your child should be on track to finish secondary school with a worthwhile leaving qualification - NZCEA level 2 or similar

# Reading, Writing & Maths Standards are used by teachers to:

- Plan and teach what your child needs to learn in reading, writing and maths across all curriculum subjects
- Work out where your child is at
- Work out your child's next learning steps and set goals for learning, together with you and your child
- Report clearly at least twice a year to you about your child's progress and achievement in relation to the standards

# How will the teacher work out where your child is at?

- Using a range of formal tests/assessments
- Watching your child working in the classroom
- Talking with them about their learning
- Your child assessing their own and each other's work

Some children will need more time and support to work towards the expected standard. The teacher will work together with you and your child to help them achieve their next learning goals.

# MoE Writing Levels



# Writing Expectation at Tirau School

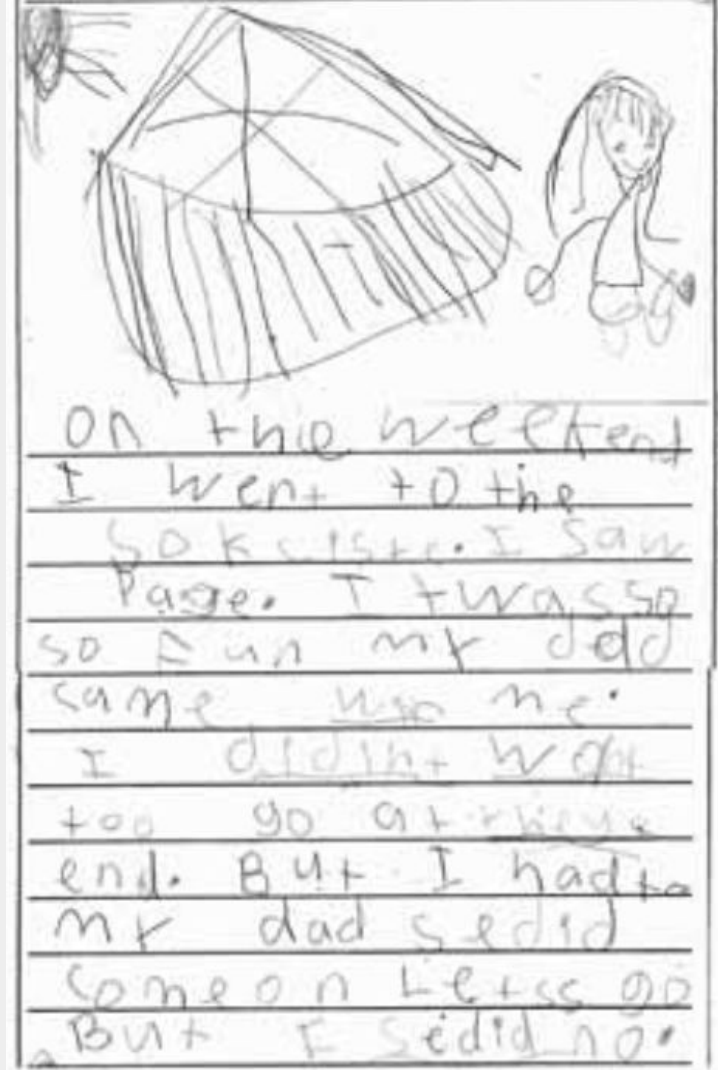
In writing:

- Children progress at different rates
- Not all children will meet the MOE guidelines
- Teachers will ensure the child is making progress
- Teachers will differentiate their teaching programme to meet the different needs of the children in their class



# After 2 years at school

- Plan what they want to write by:
  - Talking, drawing or some written words
- Link their story to their everyday experiences
- Use many words they know from their reading



# End of Year 4

- Opening sentence to grab attention
- Simple connecting words like: as, so, when to give the story flow and join the main events
- Conversation and their own thoughts written down, to help give the story a personal voice

"Mamma please, go and feed your rabbit!" Murry called from the hallway. "Okay" I said back and got a bucket to put some grass in for Aroha (my rabbit). So there I was getting grass for Aroha and as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the bucket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up, grabbed the bucket, chucked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass relieved that I was safe. I looked at the bucket nothing. "Oh well" I said "she'll just have to put up with no grass tonight". As I walked back home I glanced back. I saw the ram. It was staring at me. I quickly turned away. I was safe.

# End of Year 6

- Choose the type of writing to suit the audience
- Plan what they will write in different ways
- Organise their writing logically using paragraphs as well as other features like headings, diagrams, picture and captions
- Choose words carefully to suit the topic or purpose and to make people want to read their writing
- Check their writing to make sure it make sense
- Spell most words correctly



# Writing At Tirau School



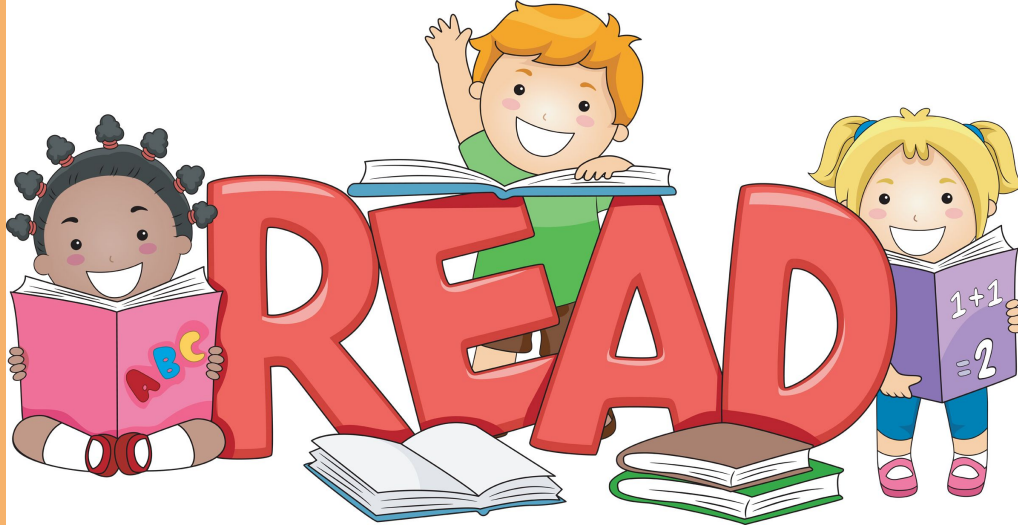
# Writing Consists of...

- A purpose and audience - why, what and who for...
- Use of black pen - so errors can be acknowledged and used as a teaching tool
- Personal experiences
- Curriculum coverage - writing across the curriculum
- Models to be inspired by
- Language features to enhance the writing and for it to make sense
- Editing, recrafting, publishing
- Feedback from the teacher and next steps to improve

# How can you help at home?

- Talk about family experiences you have had eg: trip to the beach, visiting Grandparents, sleepovers
- Use the correct language specific to the personal experience when talking about it (growing vocabulary)
- Allow your child to write about their experience and post/email a letter to ....
- Model writing yourself... children learn from you
- Bring writing to school and share with the teacher
- Enter writing competitions

# Reading at Tirau



# The Intention:

*To promote the love of reading.*

*To immerse children in books.*

*To provide a wide range of context and to show where and why reading is important.*

*To help children to grow as 'readers'.*



# What does a Reading Session look like?

## Shared Book:

- Pleasure - promote enjoyment from text
- Comprehension - support understanding of the text
- Deeper Features - discuss messages
- Surface Features - punctuation and structure
- Onset and Rhyme - word families, patterning.
- Problem and Solution - Identify
- Sequencing - beginning, middle and end

# Instructional Reading:

- Concepts about print - front of book, left to right, tracking, pictures, text.
- Word Attack Skills - picture cues, phonics, chunks in words, connect to known words, read on - reread, literal, inferencing, vocabulary comprehension.

# Reading Activities:

- Letter of the week focus (phonics)
- Matching pictures to words (ID)
- High frequency words (scaffolding)
- Sequencing pictures/text (comprehension)
- Close sentences (comprehension)
- Investigation (prior knowledge/new knowledge)
- Skim and scan (main points)
- Inferencing (comprehension)
- Deeper thinking skills - (Bloom's Taxonomy and Six Thinking Hats in the senior school)

# The Curriculum:

Read to:

Reading aloud from the best of children's literature should be a daily part of every classroom programme - at ALL levels.

- Frees them from decoding
- Supports active listeners
- Engages students and immerses in text

## Independent Reading:

- Relaxed reading at school daily
- Builds habit of reading
- Practises strategies
- Builds vocabulary
- Promotes fluency
- Builds confidence

## How can you help at home?

- Modelling it - us reading
- Read to them
- 1-1 time to read with them
- Reading road/street signs
- At the supermarket - labels
- baking/cooking reading the ingredients