



TEACHING READING AT HUNTINGDALE PRIMARY SCHOOL

THE LITERACY BLOCKS

THE CAFÉ MENU

HOW YOU CAN HELP

LITERACY SESSIONS - SCHOOL WIDE ENGLISH AND NIHONGO

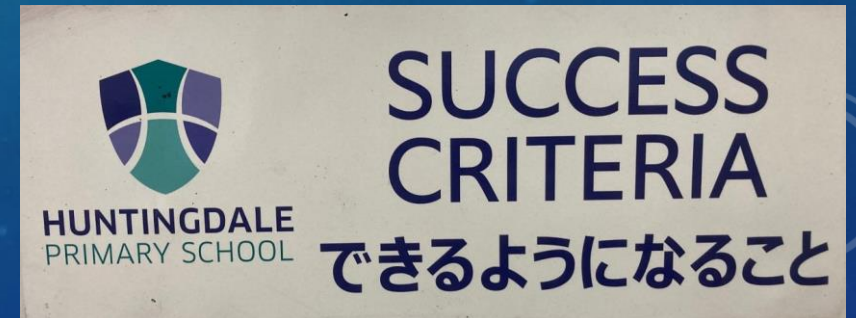
Daily readers' workshop

Daily writers' workshop

One hour session

Divided into parts as our instructional model

- Mini lesson – focusing on an explicit skill, will clarify THE LEARNING INTENTION and THE SUCCESS CRITERIA for the session
- Whole class or group activities
- Teacher focus group or conferencing
- Share/ Review/ plenary session



ALL USE THE CAFÉ MENU

THE CAFE MENU

C

A

F

E

Comprehension



I understand what I read.

Fluency



I can read with accuracy and expression.

Accuracy



I can read a variety of words.

Expand Vocabulary



I know, find, and use interesting words.

The Literacy CAFE Menu

The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser. "The Sisters." Copyright © 2009, Stenhouse Publishers.

Comprehension I understand what I read	Accuracy I can read the words	Fluency I can read accurately, with expression, and understand what I read	Expand Vocabulary I know, find, and use interesting words
<p>Strategies</p> <ul style="list-style-type: none"> Check for understanding Back up and reread Monitor and fix up Retell the story Use prior knowledge to connect with text Make a picture or mental image Ask questions throughout the reading process Predict what will happen; use text to confirm Infer and support with evidence Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text 	<p>Strategies</p> <ul style="list-style-type: none"> Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense? Use the pictures . . . Do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Flip the sound Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense 	<p>Strategies</p> <ul style="list-style-type: none"> Voracious reading Read appropriate-level texts that are a good fit Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) 	<p>Strategies</p> <ul style="list-style-type: none"> Voracious reading Tune in to interesting words and use new vocabulary in speaking and writing Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools

Behaviors That Support Reading

Get started right away Stay in one place Work quietly Read the whole time Increase stamina Select and read good-fit books

The CAFÉ menu in class 4 focus areas



Reading strategy cards
– explicit focus

HOW YOU CAN HELP

One to one reading
Important but time consuming task
Teachers greatly appreciate your support in this area.

Group reading

Individual
Levelled readers
independent/ instructional level – please don't change

Every day readers
Let the child take the lead
Reassure and encourage
Give them time

Feedback to teacher

The exact approach will depend on the reading level of the child.

Younger children – basics
Where the text starts – front and back of the book
Left to right
Following with their finger
Isolating words and letter sounds - sight words
Using picture
Context

USING MORE THAN ONE CUE



Older year levels

MORE THAN JUST DECODING

Prediction
Retell – summarise
Main idea
Discussion
Vocabulary
Fluency , expression , intonation , pacing

The following are examples of the types of questions to use when discussing a story.

What was the story about?

Who was the main character?

What sort of a person was he/she?

What would you have done?

What could he/she have done?

Which part did you like best? Why?

What would have happened if....?

Try to relate some ideas to the child's own experiences.

Can you....? Have you ever?

Reading is THINKING!

Predict:
Use clues to infer what may happen.

Connect:
Use what I know to understand the text better.

Question:
Ask questions while reading.

Summarize:
Determine which ideas are most important.

Visualize:
Create mental images of what I am reading.

Infer:
Use Clues and what I know to make sense of my reading.

TeacherKarma.com

- Obtain a **Working with Children** check for volunteers, as they are considered to be engaged in 'child-related work' and must be compliant with the Working with Children Act 2005.
- Classroom helpers and Volunteers sign in and sign out of the School, via electronic sign in with the office staff.
- No younger siblings please
- Be willing to assist all children or group of children within the classroom. This could mean that you may not always work with your child.

- Treat all students in a positive, impartial and fair manner.
- Work under the direction of the teacher who is responsible for the class or group of children.
- Refer any behaviour management issues to the classroom teacher, as he/she will then determine what course of action is to be followed.
- Operate within **professional standards** and **confidentiality**.

Classroom helpers are in a position of trust and should not discuss with other parents, adults or children any personal information about students, staff or other classroom helpers learnt whilst involved in school programs.

Confidentiality

Tact, discretion and privacy



What happens in reading club, stays in reading club.

- Information about children which is confidential or private to the child or their family.
- Any conversation with parents outside, is a breach of the school's or child's confidence.
- 'Your Jimmy reads well'
- Comparing your child's reading to others in the grade can create anxiety for both parent and child.
- Sharing reading levels/ hierarchy of ability - children learn at different rates
- Parents who are friends may ask about the progression or behaviour of their children in school.
- Student behaviour, special needs
- Discretion on your part
- Firmly suggest that if they are worried in any way about their child then they must discuss the matter themselves with their Class Teacher.

Any questions ?

