



Parent Partnership Literacy

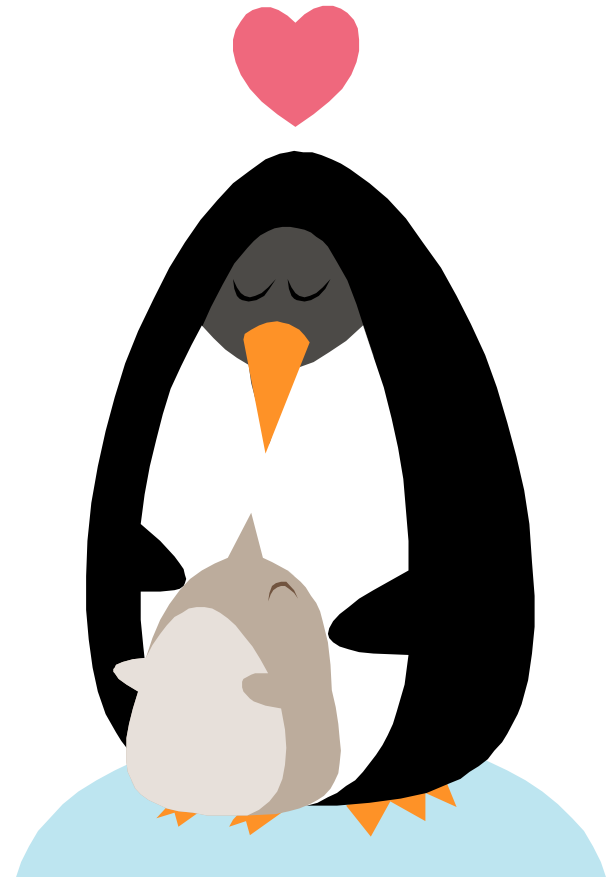
For Parents by Parents



A Parent's Prayer

Help me to give my children the best – not of trappings or toys, but of myself, cherishing them on good days and bad, theirs and mine. Teach me to accept them for who they are, not for what they do; to listen to what they say, if only so they will listen to me; to encourage their goals, not mine; and please, let me laugh with them and be silly. Let me give them a home where respect is the cornerstone, integrity the foundation, and there is enough happiness to raise the roof. May I give them the courage to be true to themselves and the independence to take care of themselves. See that I discipline my children without demeaning them, demand good manners without forgetting my own and let them know they have limitless love, no matter what they do. Let me feed them properly, clothe them adequately and have enough to give them small allowances. And let me be moderate in all these things, so the joy of getting will help them discover the joy of giving. See that their responsibilities are real but not burdensome, that my expectations are high but not overwhelming and that my thanks are thoughtful and given when they're due. Help me teach them that excellence is work's real reward, and not the glory it brings. But when it comes – and it will – let me revel in each honour, however small, without once pretending that it's mine; my children are glories enough. Above all, let me ground these children so well that I can dare to let them go. And may they be so blessed.

From: The Mother's Almanac Goes to School



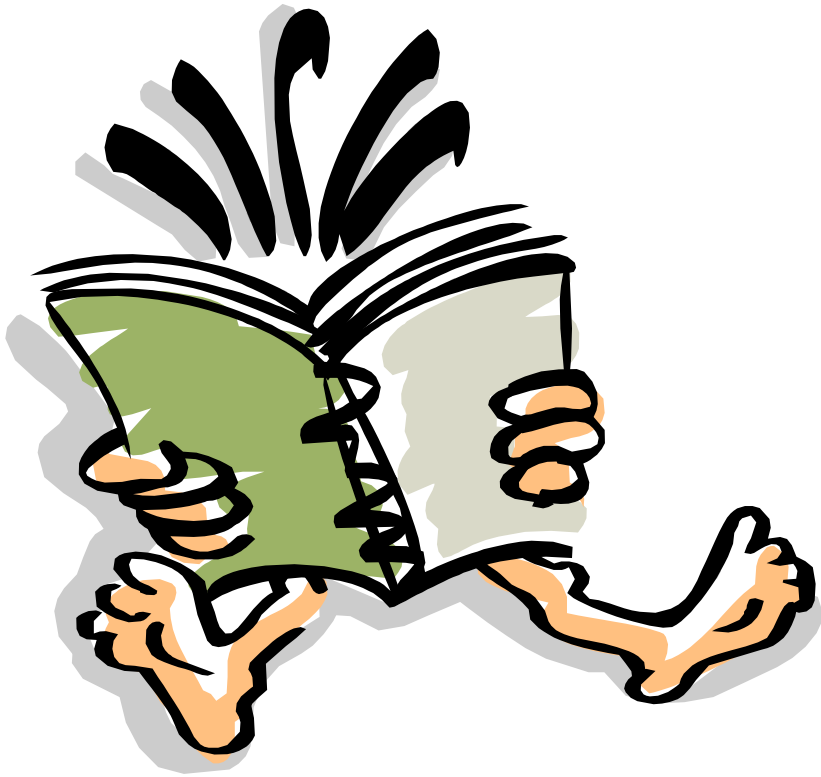
Importance of Parent Engagement

There is strong consensus, supported by a variety of evidence dating from over 40 years, that positive parental engagement can and does significantly influence student academic attainment.

Emerson, L., Fear, J., Fox, S., and Sanders, E. (2012).
Parental engagement in learning and schooling: Lessons from research

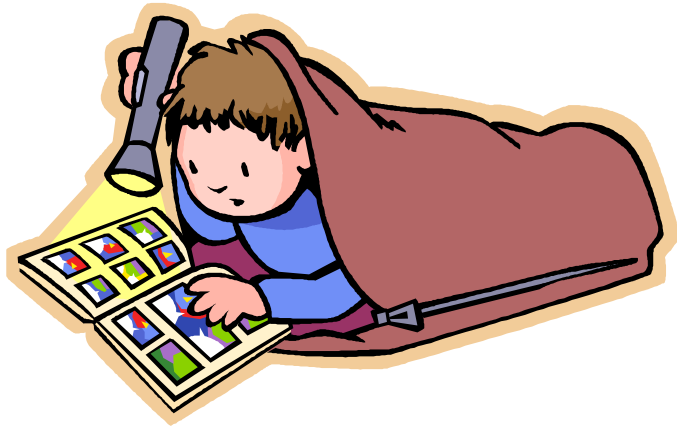
Literacy

Literacy is the ability to ***understand and evaluate meaning*** through reading and writing, listening and speaking, viewing and representing.



Early Reading

What has your child
learnt about literacy
BEFORE they started
school?



What has your child learnt about literacy BEFORE they started school?

- Opening a book the right way up
- Reading goes from left to right
- Pictures are related to the story and can give clues
- Parents read emails and books and newspapers
- Mum likes crosswords
- Word games can be fun

 s for McDonalds

 is for stop

Recognise their name in print
and write it

Alphabet song

Letters are on the keyboard
(ipad, other devices)

Books mean its bedtime

Can you read this?

While the notional significance of a story is thus potentially infinitely intertextual, subject to every retelling and every significance that has ever accrued to it, it is also arguable that the processes of retelling are overwhelmingly subject to a limited number of conservative metanarratives, that is, the implicit and usually invisible ideologies, systems and assumptions which operate globally in a society to order knowledge and experience...

The ideological effect of a retold text is generated from a three-way relationship between the already-given story, the metanarrative(s) which constitute its top-down framing, and its bottom-up discursal processes.

What about this?

THE PAOMNNEHAL PWEOR OF THE
HMUAN MNID. Aoccdrnig to a rscheearch
at Cmabrigde Uinervtisy, it deosn't
mttaer in waht oredr the ltteers in a wrod
are, the olny iprmoatnt tihng is taht the
frist and lsat ltteer be in the rghit pclae.
The rset can be a taotl mses and you can
sitll raed it wouthit porbelm. Tihs is
bcuseae the huamn mnid deos not raed
ervey lteter by istlef, but the wrod as a
wlohe.



‘Most of us think that we know what reading is, and that’s not surprising. After all, we can read. But reading is tricky. Reading is complex. Reading isn’t merely being able to pronounce the words correctly, a fact which surprises most people.

Reading is being able to make sense from the marks on the page. Reading is being able to make the print mean something. Reading is getting the message.’

Mem Fox - *Reading Magic*



Successful Readers use a range of information to *make meaning*:

- Knowledge of how our language is spoken (structure)

Does it sound right?

- Previous experience and understanding *of the topic (meaning)*

Does it make sense?

- Knowledge of letters and sounds and how they are represented in print (visual information)

Does it look right?

Reading at school

- **Shared reading**
- **Modeled reading**
- **Guided reading**
- **Independent reading**
- **Viewing different texts**
 - **Graphs**
 - **Diagrams**
 - **Maps**
 - **Multimedia**



Observations about Predictions

- Children are asked to think for themselves and share their predictions with their neighbour.
- What have you taught your child at home that will enable them to be able to participate in that lesson?
- Other observations / impressions

Children's feedback Observations

- Children

- knew what to expect
- made good predictions
- had vocabulary at hand
- were able to relate to their own experiences
- felt good in the lesson because they were able to talk about things they knew something about: Picnics, families, storms, dogs...
- Were able to focus on de-coding and following the words

The Home Reader



What do good readers do?



Pause, Prompt, Praise

- Pause, Prompt, Praise:
 - Is a handy technique to use when your child is reading aloud to you
 - Helps kids work out words they get stuck on.
 - Pausing creates an opportunity for your child to try to work out the word.
 - The technique works best when kids are reading something at their level.
 - Try to ensure you're relaxed and don't have too much else going on during reading times with your child.

Praise and Encouragement

Praise tells our children we approve of their *achievement*

Encouragement recognises their *effort*

<i>Praise</i>	<i>Encouragement</i>
'That's great you moved to a new level!'	'I can see that you are reading lots of interesting books.'
'Fantastic – you read that book all by yourself!'	'I like how you used the pictures and sounding out when you were reading.'
'Good boy Jim!'	'You've had a big day. How about I read the home reader to you?'

Reading at home (Real World Reading)

Home readers

Library books

Internet

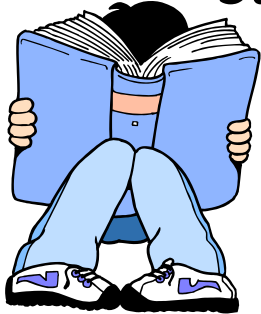
Movies

Games

Posters

Magazines

Supermarket Advertisements *Signs* *Catalogues*



- Read **to** your child
- Read **with** your child
- Child reads **by** themselves
- Ask questions and discuss things **with** your child
 - Model reading



10 Things You Can Do

- Create a positive reading environment
- Make learning to read part of every day
- Make reading an activity that you and your child can both enjoy
- Provide a variety of texts
- Re-read books
- Be confident in your child's abilities and proud of their achievements
- Don't expect too much too soon
- Work with your child's teacher
- Set aside a special time for reading
- Talk to your child