



# English – Foundation Level

St Fidelis  
4<sup>th</sup> February, 2019

# Welcome!

Strong parent/teacher relationships

=

improved student learning outcomes.

# Workshop Goals:

- To share key learning areas in the English Curriculum at Foundation Level
- To share information about how parents can support their child's learning in English at home

# Curriculum Guidelines

- The Victorian Curriculum
- Victorian Early Years Learning & Development Framework

# English: Key focus areas

## **Speaking & Listening:**

~oral communication, purpose & conventions of language and communicating ideas

## **Reading & Viewing:**

~book knowledge, phonological knowledge, self management & direction, letter and letter name knowledge

## **Writing:**

~communicating ideas, conventions of writing & spelling and writing strategies

Reading 'floats on a sea of talk!'

*Britton 1970*

Talk is the foundation for thought and understanding  
and the key to literacy learning.

If I can think it ...  
I can say it.  
If I can say it ...  
I can write it.  
If I can write it ...  
I can read it.  
And so can others!

# VOCABULARY

Words are the building blocks of language!

Expose & teach your child as many words and their meanings as possible

Teach your child 'verbs' – doing words or action words such as – sit, stand and concepts such as in, on, between, first, last etc.

Read fiction books with rich vocabulary – picture story books, books that rhyme etc

Read non fiction books to build word meanings and your child's knowledge of the world

Encourage your child to speak in sentences



# QUESTION TIME

The ability to analyse and answer questions appropriately is a valuable and crucial skill for young learners

Question your child 5 minutes daily

Ask: Why/ What? How?

Tell me about ...

Check for amount of information – too much/too little?

Is it sequenced?

Is it appropriate and relevant?

Question before, during & after reading

# GRAMMAR & SENTENCES

Expose your child to correct grammar through modelling

Encourage correct use

If child speaks incorrectly, rephrase correct model and ask your child to repeat it

Talk about the past. Ask your child to tell you something he enjoyed doing at school that week.

Talk about the future. Tell your child what you're going to do on the next day or on the weekend, or ask her to tell you what she needs to do before she goes to bed.

# AWARENESS OF SOUNDS & LETTERS

## Sound Awareness

What's the first **sound** you hear in the word 'cat'? What's the letter that makes that sound? Last sound? Middle sound?

## Clapping

Let's clap the syllables in 'tiger' – ti (clap) ger (clap) = 2 claps

Let's clap the syllables in 'farm' – farm (clap) = 1 clap in total

Let's clap out the sounds in 'cat' = c (clap) a (clap) t (clap)

## Rhyming

What other words sound like/rhyme with Pam? = Sam, dam, lamb

# Writing fun!

- Start with the letters in your child's name.
- Encourage your child to draw and write with any instrument Scribble or drawing are the beginning stages of writing
- Encourage letter writing: you write the hard bits they write the easy bits!
- Write out large letters in one colour and ask your child to trace them in another colour.
- Build fine motor skills: cutting, stacking, sticking, manipulating objects, making playdough letters & numbers
- Play with letters in different forms – on blocks, magnetic letters that stick on the fridge, and puzzle pieces.
- Encourage your child to write letters/emails, texts etc. Have your child dictate the words to you if your child doesn't write yet.
- Explain the writing process to your child: "We think of ideas and put them into words; we put the words on paper; people read the words; and people respond."

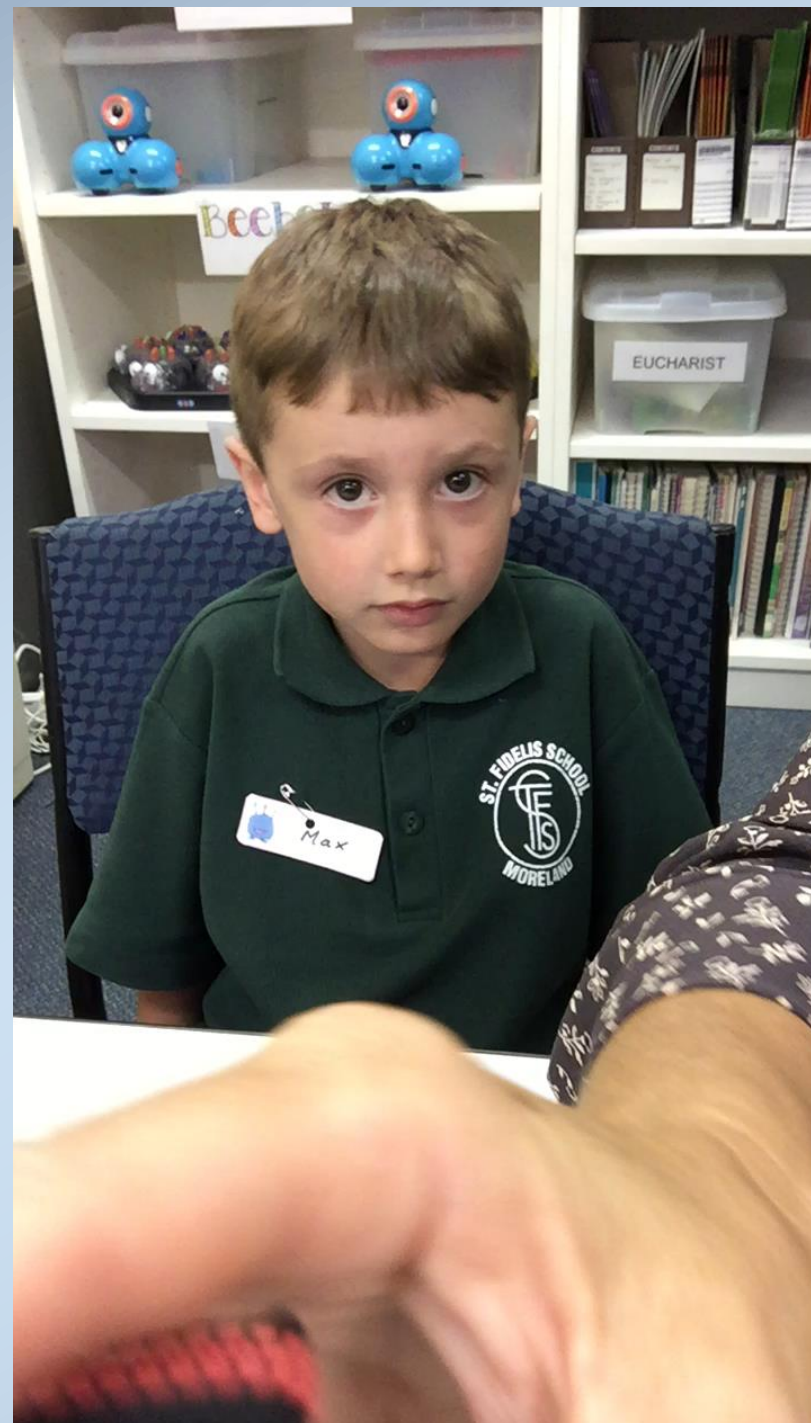
# READING TIME

- Reading at least one story daily builds language and thinking skills
  - Provides opportunity for child to watch a 'good reader' read
- Questioning encourages the child to listen intently-for a purpose
  - Take turns reading.
- Read slowly and pause occasionally to think aloud about a story. .  
You can say: "I wonder what's going to happen next!" Or ask a question: "Do you know what a palace is?" Or point out: "Look where the little mouse is now."

It's important to read to your child, but equally important to listen to them read to you. Children thrive on having someone appreciate their developing skills

### A Home Reading Process

1. Front Cover: What do you notice? What do you already know? What do you think?
2. Picture walk
3. Read together
4. Discussion and question time
5. Word Work





# Laughing kids learn!

Children learn more when it's fun, fun, fun!





