### National Literacy and Numeracy Week 2008
#### Project Report

<table>
<thead>
<tr>
<th><strong>Project title:</strong></th>
<th>Beware! Danger! Writers at work</th>
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<tr>
<td><strong>Project description:</strong></td>
<td>A whole school literacy project focusing on the development of the three literacy strands through a variety of rich and robust learning experiences</td>
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<tr>
<td><strong>Person responsible for the project:</strong></td>
<td>Narelle Minett (chairperson) Taree West Public School Literacy Committee</td>
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<tr>
<td><strong>School, region, diocese:</strong></td>
<td>Taree West Public School - North Coast Region - New South Wales</td>
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<tr>
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</tbody>
</table>

#### Number of students, teacher, parents, other community members directly involved:
490 students; 31 staff members; 605 parent and community members; published author

### Intended literacy and/or numeracy outcomes:
- enhanced student and teacher knowledge of and respect for the diverse social, cultural, ethnic and religious background of Aboriginal and Torres Strait Islanders
- teachers are actively engaged in promoting public education
- enhanced home –school partnership as communication channels between students, parents/ caregivers and teachers are broadened
- increased engagement of parents and caregivers in the educative process
- the establishment of collaborative networks that reinforce excellence in teaching and learning
- the creation of learning environments that are relevant and engaging for students and that help prepare them to succeed in the modern world
- identification of GATS students and the targeting of these students to participate in future group learning experiences
- survey results identify future directions for parent/ community programs to help guide their child’s learning
- increased use of technology in English instruction and for a variety of purposes
- further implement the principles of Quality Teaching into teaching practices
- the Foundation Statements of the NSW English syllabus in all stages will be addressed
- improve student writing in NAPLAN to move into higher bands.

### Evidence of achievement of intended literacy and/or numeracy outcomes:
- a raised awareness of Aboriginal and Torres Islander (ATSI) culture resulted from the inclusion by each Stage of an ATSI component in their National Reading Day and writings for the Literacy Café
- the home school partnership was enhanced through opportunities at the Literacy Café for students to showcase their skills to teachers, family/community members and peers. Feedback indicated that the experience provided a springboard for improved home/school relations and promoted student achievement of those normally not given the opportunity to speak publicly
- extensive media coverage (newspaper and television), promoted a positive public image of Taree West Public school as a proactive learning community
- the sharing of ideas and resources, the dialogue around the promotion of National Reading Day and the research that occurred to ensure the success of the day has become the foundation for further teaching and learning experiences. These will continue to be developed as part of a whole school plan
- the enthusiasm of all students was evidenced in their engagement in the activities, their requests to be allowed to participate in all activities despite not being included in that rotation and the excellent behaviour of all students. Student feedback provided definitive evidence that the learning environment was stimulating and not only built upon prior learning but provided experiences that would give the students foundations for lifelong...
learning, especially within the context of cultural awareness.

- Previously unidentified GATS students were chosen to participate in workshops with the published author. This experience provided the students with professional instruction and positive encouragement that they could take away.
- The positive encouragement and directed professional instruction given to previously unidentified GATS students provided the catalyst for the students to work towards developing their skills as writers in a variety of genre.
- Parent surveys indicated that there was a need to “close the gap” between school/home communication in relation to how parents could meet the needs of their child in relation to home revision. This was evidence by the overwhelming response to the survey, the biggest response to a survey in many years.
- Teacher surveys were also representative of the success of the National Reading Day activities, with overall responses indicating that the activities had met a need within the school and should become an annual part of the school program.
- Due to the school computer lab and network connections being upgraded, computer and other ICT technologies were unable to be accessed.
- It is hoped that the student’s increased engagement and deeper knowledge of the writing processes will have a significant impact on 2009’s NAPLAN results, especially their movement towards higher bands.

**Feedback about making grants available for such projects:**
The opportunities provided by grants allow children to participate in otherwise exclusive activities.

See materials below:
### NATIONAL READING DAY ACTIVITIES

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<th>ACTIVITY</th>
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<td>1/2N</td>
<td>Mr Men Books</td>
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<td>1H</td>
<td>Jolly Postman – letters, stamps etc</td>
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<td>2B</td>
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<td>2M</td>
<td>Monster Stories – Build a monster procedural task</td>
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<td><strong>ROTATION 3</strong></td>
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<td>Play Script Twisted Fairy Tales</td>
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<td>4S</td>
<td>Poetry – funny poems</td>
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<td>3R</td>
<td>Big Book Activity – “Jack and the Beanstalk”</td>
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<td><strong>ROTATION 4</strong></td>
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<td>4/5E</td>
<td>Andy Griffiths – Just Joking</td>
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<td>6D</td>
<td>Joke Book – data base, classify by genre</td>
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<td>6E</td>
<td>Reading, reading, reading. Bring your favourite book</td>
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GRAMMAR

NOUNS AND NOUN GROUPS

Nouns: A noun tells us who or what – they name people, places, animals, things and ideas. Most of the time nouns name something you can see or touch and can have an ‘a’ or a ‘the’ in front of them, e.g. A cat, the apple

A noun group is a group of words that tell us who or what is involved and can have nouns and adjectives linked together.

Common nouns: is the name of ordinary things or the same kind of things, e.g. tree, bag

Proper nouns: They start with a capital letter and are usually the special name for a person, place or thing. They distinguish the special thing or person or place from others of the same kind, e.g. the group are dogs but the special dog is called Digger.

Collective nouns: This is the name for a group of things, people or places, e.g. a herd (of cows), an army, a class (of students)

Abstract nouns: This is the name of things we cannot touch or see, e.g. anger, love; some kind of act, e.g. bravery, or a quality of a person or thing, e.g. happiness, fear;

Pronouns: a pronoun takes the place of a noun. There are different types of pronouns. For example:
  ❖ Personal pronoun – these take the place of persons or things, e.g. I, me, mine, it you, your they, them, he, she, we
  ❖ Relative pronoun – these are used in place of the noun and join two ideas or sentences. They most common ones are:- who, whom, whose, that, which.
  ❖ Possessive pronoun – These show ownership, e.g. mine, ours, his, hers

Nouns and pronouns have a number and we call this singular or plural.

A singular noun or pronoun is used when we talk about one person or thing, e.g. cat, child, mouse

A plural noun or pronoun is used when we talk about more than one person or thing, e.g. cats, children, mice

** Sometimes verbs ending in ‘ing’ are used as nouns, e.g. Skipping is a healthy game to play.
ADJECTIVES

Adjectives are words that tell us more about the noun. They tell us which or who, how many, what like or what type, e.g. The two little boys were enjoying crunchy apples.

VERBS

Verb: a verb is a ‘doing’ word. It tells us what someone is doing or what is happening. There are different sorts of verbs:

Action verbs are usually words that tell what happened, e.g. I fell in the mud and then went to get clean clothes.

Saying verbs are often words that talk about mood, e.g. He screamed at his friend. She whispered the secret to her.

Sensory verbs are words that describe thoughts, opinions and feelings, e.g. He believed that it was the right thing. I forgot the number.

Relating verbs link two pieces of information and are usually ‘being’ and ‘having’ words, e.g. My dad is at work. I am excited. They have a new child.

Existing verbs begin with ‘there’ and imply an action, state or relationship, e.g. There is no time. There are no cows in the yard. There were lots of children at the party.

ADVERBS

Adverb – an adverb tells us more about the verb. They describe how, when or where, e.g. I walked carefully up the stairs. I could see more clearly.

Preposition – These words show the relationship between nouns or pronouns and other words, e.g. in, on, behind, under

Hint: If you look at the word preposition, it gives you the clue (position).

Conjunction – Conjunctions are words that join sentences, clauses or words, e.g.

and, but  I am cold and wet.
when, because, after  I did not come because I was sick.

Hint: Think of two roads joining together, this is called the junction.

Connective – These words show a connection in a sentence or between sentences, e.g. however, next, first
SENTENCES

What is a sentence?
A sentence is a group of words that make sense and has a punctuation mark and capital letter.

Sentences can:
- give information – a **statement**
- seek information – a **question**
- give orders, demands or directions – a **command**
- communicate feelings – **an exclamation**.

Sentences can be:
- **Simple** – ‘I caught a fish.’
- **Compound** – ‘I caught a fish and Jenny caught a fish.’
- **Complex** – ‘While mum was getting lunch ready, I caught a fish.’

A **simple sentence** has one main **clause**, the independent or main clause. Generally each clause must have a **verb** in order for it to be classed as a clause, e.g. **The hikers left** their campsite after sunrise.

A **compound sentence** has two or more independent clauses which are linked in such a way as to give each equal status as a statement, e.g. **The hikers left** their campsite after sunrise and they **walked** to the mountain.

A **complex sentence** consists of one or more dependent clauses. A dependent clause is dependant on the main clause to make sense, e.g. **Always take enough clothes that will keep you warm.**
Punctuation

- **Capital letters** – [A]
  - Begin a sentence.
  - Are used for the title of something e.g. Little red Riding Hood
  - Are used for the name of special places (proper nouns) e.g. Taree, Australia
  - Are used for the name of special things (proper nouns) e.g. Ford, Manning River.
  - Begin days and months.
  - To begin each line in poetry e.g. *Little Jack Horner*

  Sat in a corner.

  - Are used for initials when the full name is not written e.g. R. Jones, NSW.
  - Are used for all the letters in an acronym where the initials of the words are easily said as a word e.g. QANTAS.
  - Are used for the first word of direct speech e.g. Jack said, “Come and have some pie”.

**Full stop** – [.]
- A full stop is used to indicate the end of a sentence.

**Comma** – [,]
- Is used in a sentence to separate words, phrases and clauses in sentences to make meaning clearer.
- Separate items in a list.
- Indicate a short pause in a sentence.
- Are always used after *said* when writing direct speech e.g. Jack said, “Come and have some pie”.
- Are always used after “yes” or “no”.

*Are they important? Read these two sentences.*
He ate ten pies, plus five cakes after dinner.
He ate ten pies plus five cakes, after dinner.

The first sentence means that he ate five cakes after dinner. The second sentence means that he ate ten pies and five cakes after dinner!

**Question mark** [?]
- Is used to indicate the end of a question.

**Exclamation mark** [!]
- Is used to indicate the end of a command or order
- Is used at the end of a sentence or exclamation to show strong feelings or to deliver a warning or shouted call e.g. *Look out! Go dad! Wow, look at that!*
Apostrophe –[n’t]
- when two words are joined together to make one word, the apostrophe indicates that a letter or letters have been left out e.g. cannot = can’t, I have = I’ve
- to show ownership with nouns e.g. Jack’s pie is hot. The gardeners’ hose is not long enough.

Contractions
- When two words are joined to make a ‘new’ word that includes some or most of the letters of both words, the letter/letters that are dropped are replaced by an apostrophe. e.g. cannot – can’t I have – I’ve they will – th

SPELLING

The five letters of the alphabet that are called vowels are:–

a e i o u

- Short vowels – when the letter says its sound e.g. hat, pet, sit, hop, cut
- Long vowels - when the letter says its name e.g. hate, Pete, site, hope, cute

all other letters are called consonants. Compound Words – When two words are joined together to make one word that has a different meaning to the two words independently, the new word is called a compound word, e.g. classroom playground

PLURALS
*Remember that just because you add ‘-s’ or ‘-es’, it does not make a word a plural, e.g. ‘runs’ is not a plural.
To make a plural you usually just add‘s’, e.g. boy – boys

BUT if the word ends with:-
- s, ch, sh, ss, x or z, you have to add ‘es’ e.g. church – churches dish- dishes box – boxes gas – gases class – classes
- y, following a consonant, change the y to i before adding es, e.g. copy – copies
- o, add es e.g. potato – potatoes hero – heroes
***Exceptions: pianos, Eskimos
- io, add s e.g. radio – radios
- f or fe, change the f or fe to v and add es
e.g. wolf – wolves  knife – knives
AND
- some words change their form
  e.g. wolf – wolves  knife – knives
- some words remain the same
  e.g. sheep – sheep  fish – fish

Prefix - a sound group (syllables) that are put at the front of a basic word (root word). They change or modify the meaning of the root word. It often gives a meaning that is opposite to the root word.
  e.g. un – unloved  in- income  trans – transport  mis – misplace

Suffix – these are syllables that are added at the end of a root word. They change the meaning of how the word is used in a sentence.
  e.g. -ing – singing  -ly – quickly  -ful – careful  -less- careless

Compound Words – When two words are joined together to make one word that has a different meaning to the two words independently, the new word is called a compound word.
  e.g. classroom  playground

Homonyms – These words have the same sound and sometimes the same spelling as another word but have a different meaning.
  e.g. blue (blew)
      Did you hear that he was here?

Antonyms – These are words or word groups that have an opposite meaning to another word or word group.
  e.g. yes – no  big – little  over there- here
  Hint: Think of when you hear the word antonym, there is a similar sound to ‘anti’ and this means against, so if you say ‘yes’ then I will say ‘no’ or if you say it’s hot, I’ll say it’s cold.

Synonyms – Words or word groups that have the same or similar meaning as another word or word group.
  e.g. need – want
  Hint: Words like ‘synchronise’ and ‘synonymous’ also relate to connecting things that are similar.
SPELLING RHYMES

Words ending with y
If a word ends with y
Don’t get in a mess.
Change y to i
And then add es.

When y’s at the end
of a two-syllable word,
an -ee not a –y
is the sound that is heard.

When y’s at the end
Of a two-syllable word,
An ee- not a y-
Is the sound that is heard.

BUT
Adding ing, ed, er or est
If two consonants follow,
Or the vowel sound is l-o-n-g,
Doubling a letter is very wrong!

Adding ing, ed, er or est
You can just add ing
If the word ends in y,
But before adding ed, er or est
You must change y to l
If there’s only one consonant
After a vowel that is short.
“Double the consonant”
Is the rule that is taught.

big kangaroo hops
biggest kangaroo hopped
bigger kangaroo hopping

Words ending with é’
Before adding ing or y
Drop the final e
But leave e there
When adding r, st, or d.

I’m chasing
I’m being chased
I am the chaser

A word with two vowels,
The last one an e,
The first says its name,
e rides silently.

When two vowels
Are side by side,
The first does the walking,
The second does the talking.

When words have x, ch, ss or sh
At the end,
Then to be a friend,
When writing the plural,
Remember to add es.

fake
snake

Lots of witches blowing kisses to the little foxes.
I take it you already know
Of tough and rough and cough and dough?
Others may stumble but not you,
On Hiccough, thorough, laugh and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like a beard and sounds like bird
and dead: it’s said like bed, not bead –
For goodness’ sake don’t call it ‘deed’!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)
A moth is not a moth in mother
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there’s close and rose and lose –
Just look them up – and goose and choose,
And font and front and word and sword,
And do and go and thwart and cart –
Come, come, I’ve hardly made a start!
A dreadful language? Man alive.
I’d mastered it when I was five.
Spelling Generalisations

The following spelling generalisations are loosely grouped into Stages of development. It is important to realise that there are many words that are exceptions to these generalisations.

Stage 1

- For the \( k \) sound followed by a vowel at the beginning of words, use a \( k \) if the vowel following is either \( e \) or \( i \), otherwise use \( c \),
  e.g. catch, kept, kit, cot, cup
- When a word starts with a \( g- \) and is followed by –\( e,-i \) or –\( y \), it can sound like a \( j \),
  e.g. germ, ginger, gym
- When a word starts with a \( c- \) and is followed by –\( e,-i \), or –\( y \), it is pronounced as \( s \).
  e.g. central, circuit, cylinder
- The –\( ck \) diagraph sound occurs only after a short vowel sound,
  e.g. pick, lock, cricket
- When a word ends in a vowel and a –\( y \) (-\( a \), -\( ey \), -\( oy \)) just add the ending,
  e.g. stay, stayed, staying, key, keys, toy, toys

Stages 1-2

- When a word ends in –\( e \), drop the before adding –\( ing \),
  e.g. create, creating; practise, practising
- If a word ends in –\( l \), before adding a suffix, double the –\( l \),
  e.g. travel, travelling
- When a word of one syllable contains a single short vowel, double the final consonant before adding a suffix,
  e.g. run, running, runner; star, starred

Stage 2

- If the final syllable of a word ends in –\( e \), the preceding vowel is long,
  e.g. late, bike, complete, phone, endure
- When the sound is a long \( e \), use \( i \) before \( e \) except after \( c \),
  e.g. believe, receive. When the sound is a long \( a \), use \( ei \), e.g. neighbour
- To make a sound plural when it ends in –\( s \), –\( sh \), –\( ch \) or –\( z \), add –\( es \),
  e.g. church, churches; wish, wishes
When a word ends with one –f, change the f to v and then add the plural suffix –es, e.g. half, halves (Exceptions: roof, roofs; chief, chiefs)

When a word ends in –y, change the y into i before adding –ly, e.g. steady, steadily

When a word ends in a consonant and a y change the y into an i before adding and ending, except if the ending is to be –ing e.g. cry, cried, crying; mercy, merciful; lady, ladies

To add a consonant ending to a word ending in e, just add the ending, but to add a vowel ending to a word ending in e, drop the e before adding the ending, e.g. sideways, chasing

Stages 2-3

When a word ends in –ic, add –al before adding –ly e.g. magic, magically

When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, e.g. forgot, forgotten; occur, occurred

When a word has more than one syllable and the final syllable contains two vowels, then the final is not doubled before adding a suffix, e.g. appear, appeared; complain, complained

When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, e.g. whisper, whispered; encounter, encountering

Stage 3

To add –all as a prefix to a root word, drop one l, e.g. almost, always

To add –full as a suffix to a root word, drop one l e.g. wonderful, helpful

To add –able as a suffix to a root word, drop the -e, e.g. note, notable; desire, desirable

When a word ends in –our change this to -or before adding -ous or –ate, e.g. humour, humorist, humorous

Adapted from NSW Department of Education and Training (1998) – Teaching Spelling K-
GAMES THAT SUPPORT SPELLING, READING AND WRITING

Writing the words. Have you tried this?
- Bubble writing
- Write the words in rainbow colours
- How many words can you write in one minute? Three minutes?
- Writing the words in capital letters.
- Paint the words onto walls/concrete drives using a paintbrush and water.
- Write the words with chalk onto concrete etc.
- Write the words onto paper using PVA glue. Then cover the words with glitter or sand.
- Write the word with white wax crayon (Or candle wax), and then lightly paint over the page to make the word ‘appear’.

Make the words.
- Using plastic/magnetic letters (available at toy shops, $2 shops)
- Make the words by cutting the letters out of magazines or newspapers.
- Make the words out of playdough.
- Find the words in magazines or newspapers and highlight them. How many times can you find the one word on one page?

Or maybe you could try..
- Find the hidden words amongst the letters.
  posnailki  gjumptys
- Make as many words as you can from the word ‘transition’.
  an is sit on sat station

- Hangman.
  One child thinks of a word and writes the appropriate number of dashes to indicate the number of letters in the word. The partner then nominates a letter. If they are correct, the letter is written in the appropriate space. If incorrect, part of the ‘hangman’ picture is drawn. If the picture is drawn before the word is guessed, then the ‘hangman’ wins.

  __ __ __ __ __

- Guess my word. Write the word on a piece of paper and have a partner guess what it is by asking questions. You can only answer ‘yes’ or ‘no’.
  e.g. Is it a noun? Does it start with a blend? Does it have more than two syllables? Can you make it plural?
Find a word
Write familiar words on a grid. The children find the words and list them.
The direction of the words can be changed to make the activity more challenging, horizontal, vertical, diagonal as well as backwards.

Concentration
Use a set of cards containing pairs of words. The words are placed face down onto the playing surface. The children take it in turns to turn up two cards. If the words match the cards are kept; if not’ they are placed down again.

This can be extended to looking for word families, rhyming word, homonyms, compound words etc

E.g.

- blue
- straw
- play
- chief
- chief
- day

- blew
- fish
- hand
- net

- say
- ground
- berry
- ball

- chief
- chief
- day

- straw
- fish
- hand
- net

- play
- hand
- berry
- ball
The best way to help your child to read is to read to them, or listen to them read daily. Use your child’s interests to support their reading. Reading **does not** have to be a book they bring home from school. Let them read a football or surf magazine or an instruction manual on how to play a new game (or work the latest television remote!). Use catalogues (toy sales etc) when it is coming up to special occasions e.g. birthday, Christmas.

When you come to an unknown word try one or more of these reading strategies:-

- **Look at the picture**
- **Chunk the word** (sound it in groups) e.g. *ch-i-ck-en, chicken*
- **Look for a little word** in the big word e.g. *caterpillar*
- **Reread** the sentence, phrase or few words before
- **Read on** (*skip the word, read the next few words and then come back and reread the sentence, phrase with the missing word.*)
- **What word does it look like?** (*Does it look like any other words you know?*)
- **What is the base word?** (*Cover up the endings - ed, ing, ly etc*)
- **Sound out the first three letters** (*Reread the few words before and get a run up with either the first sound, or the first three letters.*)
- When you read make sure you listen to what you are reading because it must

**MAKE SENSE**
**SOUND RIGHT**
**LOOK RIGHT**

*Try to solve the problem yourself.*
*Be an independent reader!*
TALKING AND LISTENING

Always encourage your child to be a good speaker and listener. The best way to do this is to follow up the skills encouraged at school:

<table>
<thead>
<tr>
<th>What a good speaker can do</th>
<th>What a good listener can do</th>
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<tbody>
<tr>
<td>- Look at the audience and make eye contact</td>
<td>- Look at the person who is talking</td>
</tr>
<tr>
<td>- Speak clearly, with good volume and pace</td>
<td>- Adopt an interested expression</td>
</tr>
<tr>
<td>- Vary the pitch and tone of the voice</td>
<td>- Ask questions related to the talk</td>
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<tr>
<td>- Let others contribute at the appropriate time</td>
<td>- Show appreciation in the appropriate manner</td>
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<td></td>
<td>- Listen without interrupting</td>
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<td></td>
<td>- Reply politely when asked a question</td>
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Games that support both talking and listening

I Spy – ‘I spy with my little eye, something beginning with (a letter of the alphabet). You should tell the child how many guesses they have, and where possible, record the guesses as tally marks.

Tongue twisters –
  e.g. ‘The bird bit a big bit of baby’s birthday cake.’
  ‘Round and round the rugged rock the ragged rascal ran.’
  ‘She sells sea shells by the seashore.’
  ‘Crisp Christmas cookies.’
  And of course, the best thing to do is to make up your own. Choose a sound a try to make one up within a set timeframe eg 1 minute.

Limericks

Skipping chants -
  Teddy Bear, teddy bear, I am a pretty little Dutch girl
  Turn around As pretty as pretty can be, be, be
  Teddy Bear, teddy bear, And all the boys at my school
  Touch the ground. Go crazy over me, me, me.

Nursery Rhymes- not only do the children enjoy these, you can use them to develop imaginative skills. Have them change the characters in the story (they may substitute family members), or change the ending.

Dress ups – its easy, just go to the op shop and look for clothing that would be suitable. Include jewelry, hats and shoes.
Silly sentences using alliteration. Give your child an alphabet sound and have them say a nonsense sentence where each word starts with that sound.

‘Six silly snakes sliding through smooth stones.’

-Alphabet chants - chants are created using the letters of the alphabet. They can be related to an event or action that the child may be involved with or a theme. eg fruit, animal, sport,

Alligator, beetle, porcupine, whale,
Bobolink, panther, dragonfly, snail
Crocodile, monkey, buffalo, hare,
Dromedary, leopard, mud turtle, bear,....

This chant, written in the 1600’s can be sung to the tune of Little Brown Jug’.

Grab bag – Have a bag (pillowcase, library bag) with some unusual objects in it. Children are blindfolded and they choose one of the objects. They have to describe it to you and you will need to guess what it is.

News time. Prepare your child for their school ‘news time’. Ask them why they want to take an item to school and what they are going to say about it. Encourage them by saying that they have to think about giving answers to the key questions – Who? What? Where? When? Why? How?

Simon Says

Barrier Games – to give and receive instructions. Place a barrier between you and the child (this could be as simple as a school bag) and then one person gives instructions while both carry out the task. It is important to encourage the child to ask questions to clarify meaning.

- make simple patterns with beads, sticks, blocks
- matching pairs One player describes a picture/object until the partner finds the matching pair. Repeat with each taking a turn until all cards are paired.
- Spot the difference. Each person has a picture that has slightly different details. Then take it in turns to describe the picture until all difference are identified
- One person describes each step they make in a drawing while the other follows the directions. E.g. draw a square in the middle of the page. Put a triangle on top of the square with the bottom line touching the top line of the square etc
Riddles

Knock, Knock jokes

*** If you are unfamiliar with these games, have your child ask their classroom teacher to explain OR, use it as an opportunity to work with your child to research them on the internet

Spoonerisms. These are comments, groups of words where two letters from the beginning of words have been reversed.

- doog gay (good day)
- munny sorning (sunny morning)
- big cat (cig bat)

Before the bedtime story. Choose 3 or 4 of your child’s favourite books, give them 3 or 4 clues about the book and they have to determine which one that you are going to read. Eg I have a title with two words. One of the characters is an elephant. My The author is Mem Fox

Games that support both talking and listening

‘What Am I?’ / ‘Who am I?’

eg. Using post its or paper and tape, stick the name of a favourite movie character, book character, sport etc on the back of the child/parent. The child/parent then has to ask the partner questions about what is stuck on their back. The questions can only be answered with a ‘yes’ or ‘no’. Before the game begins the number of questions that can be asked should be determined.

Phone fluency – you will need two people for this. Get two old phones and have the children play out different situations. [This will help to develop phone ‘etiquette’, a must in their future workplace.]

- ordering a pizza. Having them ‘call back and inform the pizza shop that they have sent the wrong order’ can develop this further.
- You want to use the phone to talk to a friend about the great movie you saw but someone else who wants to use the phone keeps interrupting.

Some simple listening strategies

- *always* make sure the child is looking at you when you are talking
- remember that if you say ‘listen to me’, the child might listen to you talking, **but** they may not be listening to what you are actually saying. If
the opportunity is there, it is advisable to have the child repeat the instruction, comment, in their own words so that you know they understand.

- encourage the child to ask questions related to what is being discussed. This means taking them beyond the ‘Why? Why? Why? stage
HANDWRITING

Is your child having difficulty writing in lines, using correct sizing and shape?
Listed below are suggested activities to support the development of their fine motor skills.

**Remember**
It is important to let the child think they are having FUN, not practicing how to write neatly.

- **Using playdough.** Let them build shapes/animals and other everyday objects, while at the same time encouraging them to pinch, roll, squeeze and pat the playdough to make the features.
  
  *e.g. make eggs to put in a basket, use a long rolled piece to make into a spiral snail*

- Tracing - trace around shapes of something the child is interested in. Children can then cut and paste the shape onto another piece of paper.

- Pin pricking – trace a simple shape onto paper, place the paper onto a surface such as carpet or felt and have the child pinprick around until it is serrated and the shape can be pulled apart from the page

- Paper skills – cutting, fringing, rolling, folding

- Basic origami activities e.g make a paper aeroplane

- Playing cards – dealing and picking up from a pack to play simple games such as Fish and Snap

- Cutting and pasting

- Keyboard practice

- Chalk drawing – lines like the rain, circles like bubbles. Best on the concrete paths!

- Bead threading

- Jigsaw puzzles

- Playing marbles, fiddles sticks and other commercial games.
Materials for this document have been sourced from:
- the NSW Department of Education and Training Syllabuses and support documents
- NSW State Literacy Strategy materials

**Literacy Committee**
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A literacy guide for parents

Compiled by
Taree West Public School Literacy Committee

National Literacy and Numeracy Week 2008

Which whey...way... weigh?
# National Literacy Week Evaluation

To help us complete the evaluation form that was part of the Grant, can you please complete the following survey and place in Narelle’s pigeon hole asap.

Thanks

Literacy Committee

National Reading Day – Wednesday 5th September

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Were you given enough notice about the day?</td>
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<td>Do you feel you should have been included more in the planning process?</td>
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<td>Was the information given clear/concise?</td>
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<td>Were you supported with resources/ideas?</td>
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<td>Were the ideas/resources suitable?</td>
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<td>Was there a wide enough selection of activities</td>
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<td>Was the implementation of the day satisfactory?</td>
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<td>Do you feel that the students enjoyed the day?</td>
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<td>Do you feel that any educational outcomes were addressed on the day?</td>
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<tr>
<td>Do you feel that any educational outcomes were achieved on the day?</td>
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<td>Would you be prepared to participate in the day again next year?</td>
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Any other comments? Suggestions?