



# Evelyn Scott School

**Kindergarten Parents Literacy  
Information Session 2024**

# Acknowledgement of Country

When visiting schools, Dr Evelyn Scott always told children two things - “a good education is really important and truly anything is possible.”



# Literacy Information Session

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- Making Reading Enjoyable
- Before, During and After Reading
- Reading Strategies
- High Frequency Words
- Decodable and Predictable Texts
- Reluctant Readers
- Listening to Books

# Making Reading Enjoyable

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At ESS, we want our learners to have a **life-long love of reading**, and we do a lot of work to promote **reading for pleasure**, and celebrate the joy of listening to stories.

We want reading at home to be a **pleasurable experience for both parents and children** and we want learners to feel **successful** when they read.

Your child is at the very **beginning of their reading journey**, which is very exciting, but can also feel daunting for parents.



# Before, During & After Reading

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To enhance comprehension and support very beginning readers, there are a few things you can do before, during and after reading to support your child.

**Before-** Look at the front cover and read the title together. *What do you notice? What do you wonder? Where do you think this story will take place? What makes you think that?*

**During-** Again, take time to look at the pictures and explore the characters. *How do you think they are feeling? How do you know? What do you think might happen next in the story? What do you see/think/wonder?* Clarify any new vocabulary.

**After-** *What was your favorite part of the story? Show me your favourite page in the book. Why is it your favourite?*

And of course...**praise, praise, praise** throughout the whole process!

# Reading Strategies

- **Look through the whole word**, left to right.
- **Slide through the words**, focusing on the individual letter sounds.
- **Chop the word into syllables**. E.g. ‘rab-bit’.
- Go back to the beginning of the sentence, **reread** it and check that it makes sense.
- **Provide your child with any unknown spelling patterns** that may appear in tricky words. Your child may not have been taught that spelling pattern yet.
- **Re- read the same book again. This can help to build a child’s confidence and develop fluency and expression.**

# High Frequency Words (the, my, we, were...)

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At ESS we use the **Oxford Wordlist**, which is based on research from the Oxford University Press about the most commonly used words by Australian children in their reading and writing in the first three years of school.

Research has shown that children learn to read through a process called **orthographic mapping**. This is where the brain maps (connects) the sounds (phonemes) to the letters (graphemes) in a word.

**To successfully ‘map’ high frequency words, children must know the letter sounds and ‘tricky’ spelling patterns in the word.**

# How to Teach High Frequency Words

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1. **Say the word and count how many sounds.** E.g for 'said'. *How many sounds in the word said? S-ai-d... there are four!*
2. **Discuss the sounds.** Touch each sound in the word as you say it. *The first sound in said is /s/. The second sound is /e/. The third sound is /d/.*
3. **Discuss the 'tricky' part of the word.** *The middle sound in 'said' is /e/ but we don't use the letter 'e' to spell this sound. We use the 'ai' spelling of that sound.*

# An example from this week...



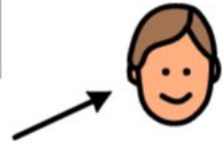
*New Learning- spelling pattern*

me



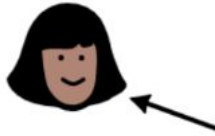
me

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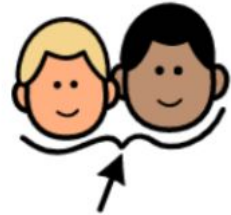
he

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she

we



we

# Activities to Support Learning High Frequency Words

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After your child has been taught the letter-sound correspondences in a high frequency word, it is valuable to play games and activities to provide them with repeated exposure to the word so they can commit them to memory.



# WORD WORK IDEAS

Some things to keep in mind during high-frequency word games or activities:

- Ensure students are building letter-sound associations.
- Build in phonemic awareness skills (segment the word into its individual sounds, write the word and say each sound).

Some ideas for consolidating high-frequency words at home:

- **Memory game** – write the word out twice onto cards and turn them all over. Turn over two cards at a time to see if it's a match. Ask your child to say the word as they flip it over.
- **Snap** – write the words out twice on cards and play a game of snap, saying the words as they are revealed.
- **Put the words into sentences (orally, then written).**
- **Bingo** – make bingo cards using the words and flash cards/counters to cover each word as it is called out.
- **Magnetic letters** – children use magnetic letters to make their words on the fridge.
- **Treasure hunt** – write the words on pieces of paper and hide them around the room.
- **Find-a-word** – make a word-search using their words.
- **Put the words onto different coloured paper and in different fonts.**
- **Password** – make words the password to gain access into different rooms or the car etc.
- **Sensory play** – hide words in a bowl of rainbow rice or sand and students search for the words. Alternatively, get your child to write the words in sensory materials.
- **Carparks** – draw up a simple carpark with your child's words and get them to park their toy cars on top of the words.
- **Targets** – create targets with words for your child to toss a ball or beanbag onto.
- **Skittles** – stick flash cards onto skittles and say the word as you knock it over.
- **Fancy writing** – write the words in fancy writing e.g. twirly writing, bubble writing, dotted, squiggle writing.
- **Word reveal** – write the words with white textas to reveal your words.
- **Make a puzzle** – write the words and th together.

Building your child's high-frequency word knowledge helps them become confident readers and writers. 😊

Oxford High-Frequency Words 1-100

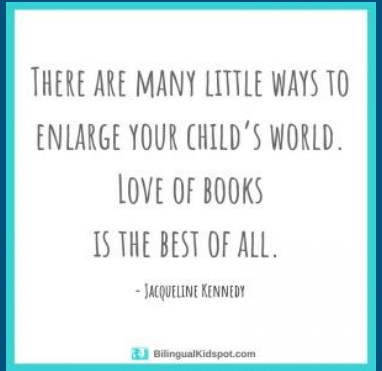
1-10	11-20	21-30	31-40	41-50
and	on	you	have	house
the	in	so	that	saw
I	is	there	when	time
a	then	got	said	home
to	had	me	go	weekend
my	she	but	mum	play
was	he	like	day	fun
it	they	one	for	can
went	of	are	her	love
we	with	at	because	dad
51-60	61-70	71-80	81-90	91-100
played	came	did	next	want
up	dog	friends	cat	lots
were	school	them	friend	good
going	out	am	sister	put
all	very	name	back	bed
get	be	called	has	made
some	will	not	what	no
his	after	family	from	your
do	little	upon	best	eat
once	big	favourite	see	into

Remember - we want this to be an enjoyable and successful experience.

Support your child to learn 3-5 words from their list at a time, then once they know them, continue to add words from the list!

# Decodable and Predictable Texts

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Your child will be bringing two books home from school, which we refer to as ‘good fit’ books; one **decodable** text and one **predictable** text- **Both have a place!**

The **decodable** text will allow your child to use their known letter sounds and decoding skills to read words, which in turn builds fluency as well as self-confidence.

The **predictable** text will allow your child to consolidate their **High Frequency Words**, as well as build their vocabulary and **confidence**. The repetitive nature enables children to see themselves as **readers!**

# What if my child is reluctant to read at home?

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Strategies to support parents:

- Consider read a page/sentence each.
- Consider when you are asking your child to read to you. Though it may be relaxing for them to listen to a story being read to them before bed, it may not be the best time for them to practice reading. We take it for granted that we can read, but for our very little learners, there are so many skills that they are drawing upon, and they might be too tired to focus.
- Give the reading a 'purpose', e.g. ask them to read to a younger sibling/pet/relative over facetime.
- If they are really not enjoying the book they have chosen, that's fine! Just bring it back to school and they can choose a new one!

# Listening to Books

In addition to practicing reading their 'good fit' books to you, it is incredibly valuable for children to continue to listen to books read by you. They will continue to borrow books from the library that you can read to them, or they may be able to help you read.

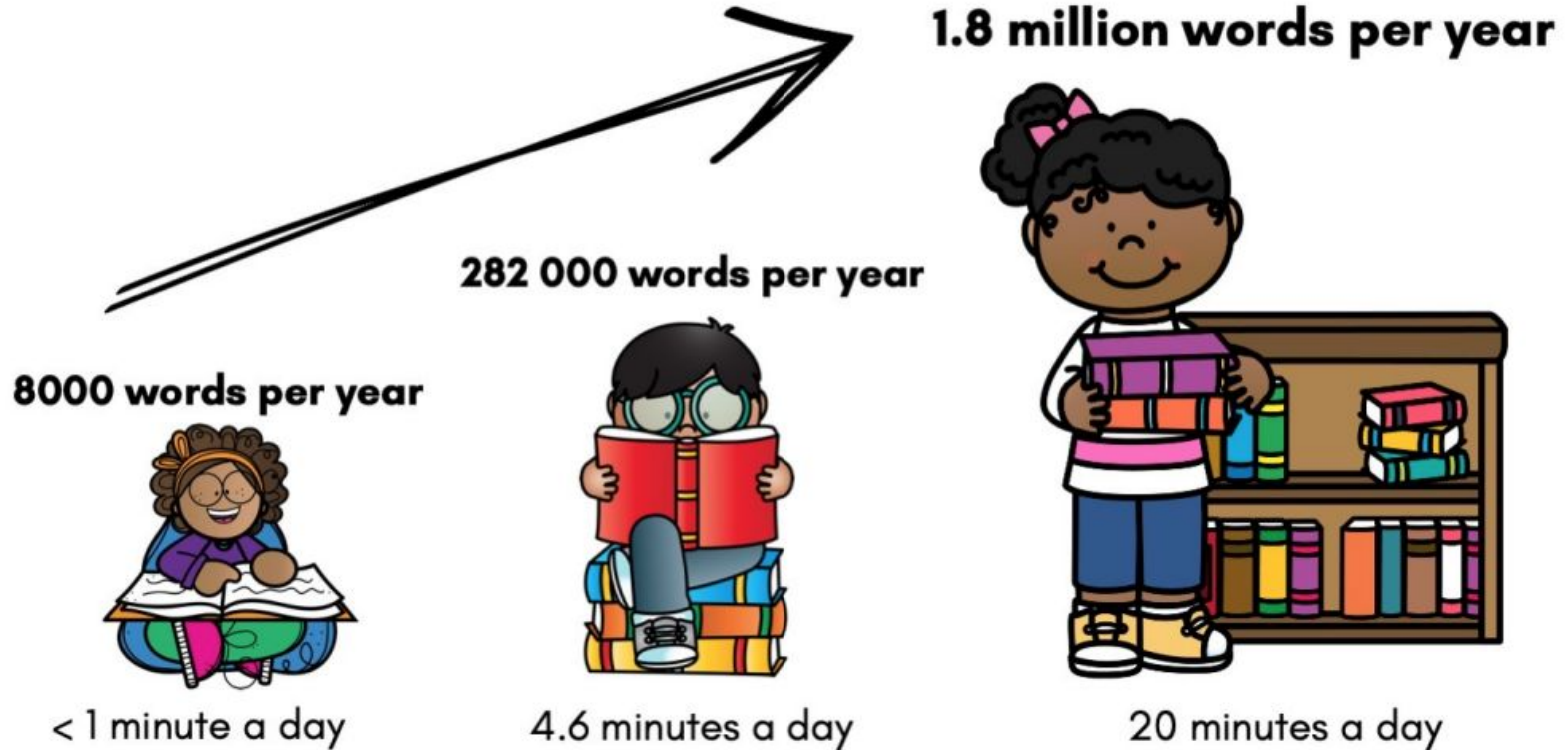
## **Make reading a valued part of your family time.**

Read bedtime stories, visit a local library and borrow books regularly, read a recipe and cook something together, have lots of books available in the house, and create comfortable reading spaces in your home.

CHILDREN ARE  
MADE READERS  
ON THE LAPS  
OF THEIR PARENTS.

- EMILIE BUCHWALD

# Time Spent Reading Each Day



# The DOS and DON'TS of Reading at Home

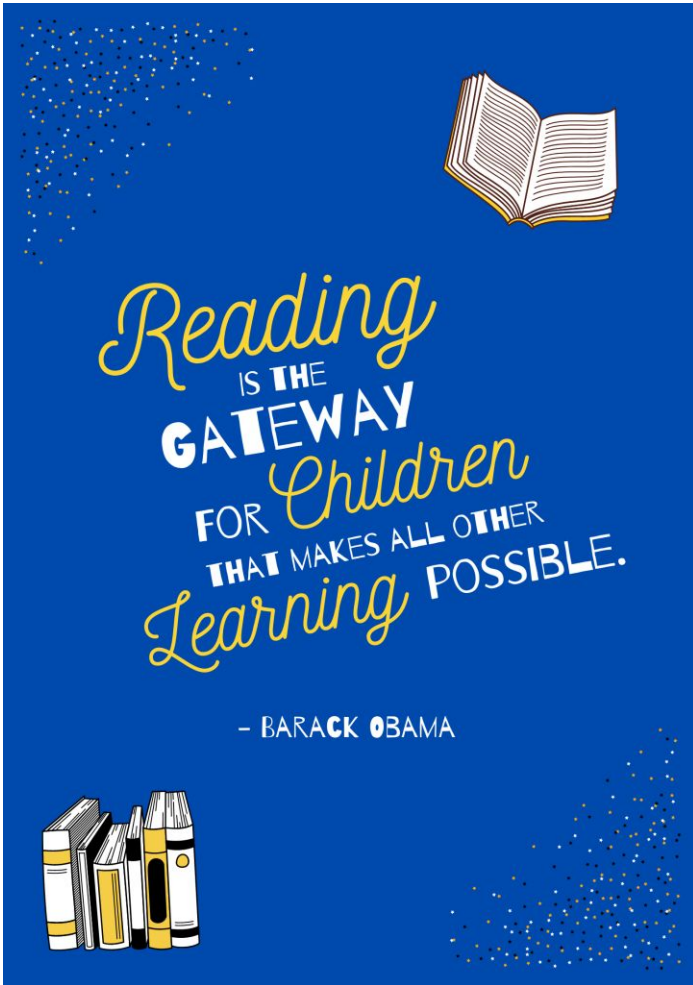
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## DO:

- Make sure you spend time **reading for enjoyment**.
- Ensure you are **relaxed, interested and supportive**.
- Give your child **plenty of praise**. We want our kids to love to read!
- Keep the **sessions short** so your child is not overwhelmed.
- If they make an error, **wait and give your child the time to work it out**,
- Remember it might take a **while to 'click'** - don't worry!

## DON'T:

- **Encourage guesswork**. Prompt your child to focus carefully on the sounds in words.
- **Make reading feel like a chore** or pressured experience. Remember, it's okay for you to read the book to your child first, or to take turns.
- Be afraid to **ask for help or advice**. Your child's teacher wants to support you and your child on their journey to **successful, enjoyable reading!**



Please send your child's class teacher an email if you have any questions.

