



Working Together in Literacy

Sarah Knight, 2019

Literacy sessions aim to:

- provide rich literacy experiences through systematic and explicit teaching
- support **all** students to become successful readers and writers.
- respond to the learning needs of students as they progress in the acquisition of literacy skills.

Literacy goals

- for all students to be able to read texts at level 9 or above by the end of Kindergarten
- For students to compose texts demonstrating a range of ways to solve unknown words

Components of Literacy



- Reading to Children
- Guided Reading
- Word Work
- Modelled Writing ↔ Independent Writing

- **Purposeful** independent learning opportunities



Reading to Children

- Learning how to listen to stories
- Learning how to think about text
- Engaging students in high quality talk about sophisticated texts

*** The talk that surrounds the reading, the sophistication of the language, and the capacity of the children to move into the author's world, are the factors which maximise the benefits for literacy growth.

Guided Reading

- Guided Reading is taught in the classroom to small groups of three students who display similar reading behaviours
- The remainder of the class works independently on carefully selected literacy tasks
- Short, sharp explicit lessons of 10 minutes,
- 3 times/ week
- Groups are fluid and shift constantly



Teachers respond to the learning needs of students as they progress in the acquisition of literacy skills.

Reading process – Orientation/ reading the new text/ teaching during and after the read/ word work

Modelled Writing ↔ Independent Writing

Modelled writing

- Explicitly support students understanding of what they have to know when recording written language
- Teaching fundamental concepts and principles about writing i.e. spaces between words, capital letters, full stops, beginning at the left hand side of the page, writing in a straight line.

Independent writing

- Reading to Students, Guided Reading, Modelled Writing and Word Work all contribute to the integration and knowledge of skills, equipping learners to engage more competently with the writing process.
- Explicit instruction – shared experience/ writing vocabularies/ teacher interacts with individual students as they write/ word to learn

How to help your child at home

Handouts and resources

Questions ?