



Learning Literacy

Kindergarten / Pre Primary



With Pride We Learn

With Pride We Grow

Helping your child with reading

- Read to your child every day.
- Join the local library.
- Get Grandfather's, Dads and brothers to read to boys, they are important role models.
- Talk about authors and illustrators.
- Borrow books and tapes from the local library to play at bedtime or on journeys.
- Buy children books as presents.
- Show children that you read and write too.
- Read stories onto a tape for your child as a bedtime treat or if you are going to be away. Likewise get an absent Grandma to tape stories to send to your child.
- Make your own family books to remember celebrations or holidays using digital photos or child drawings.
- Toy catalogues are great favourites, ask the child to find words or letters they know.

Reading to your child is an essential part of your child learning to read.

Phonological Awareness activities

At this stage, it is important to develop basic listening skills. These can be practiced through fun activities that you do together like repeating simple rhythms, or connecting the sound to thing that makes it. Also, this is a great time to model other phonological awareness concepts such as rhyming and alliteration.

- Play stop and start games, such as musical chairs. (At this age, play a version of the game where no one gets out. This will avoid many tears.)
- Clap simple rhythms together, such as clap, clap, clap or clap pause clap.
- When you hear sounds around you, ask what made the sound.
- Try giving your child one-step instructions and then move on to two-steps.
- Play a sound guessing game. Make a familiar sound and let your child guess what made the sound.
- Tap a rhythm like a drum beat on a table or on your lap. Do one rhythm that is very fast and one that is very slow. Talk about the difference in the sound--fast and slow. Then tap more rhythms and encourage your child to label them either fast or slow.
- Read rhyming books together. Repeat nursery rhymes and sing little songs that include rhyming words.
- Read books or repeat tongue twisters with alliteration (the first sound is the same in many of the words). For example: Peter Piper picked a peck of pickled peppers.
- Take advantage of everyday activities to talk about words and sounds. For example, when going to the shops you might ask your child which sound is the same in the words peach and pineapple, or in peach and tin.

Learning the alphabet

There are many fun ways to work on learning the alphabet. The purpose here is to help your child become familiar with the names of the letters and understand that letters are something special.

- Sing ABC song or the ABC rapp. For example, you say the first 2 letters and your child says the next 2. Next time start part way through the alphabet. This is better than the song as the song has a melody and the children are not listening to the letter names but rather going with the flow.
- Read alphabet books.
- Point out letters in the environment.
- Point out the print in books and other print materials.
- Give the child magnetic letters and other letter shapes to play with. Talk about their shape, eg, 'o' is round without any corners.
- Put together ABC puzzles.
- Introduce your child to the names of the letters in his or her name.

Blending and Segmenting

When blending you say each sound in the word, starting with 2 or 3 letter words.

For example /m/ /o/ /p/. What word am I trying to say?

Segmenting is the opposite to blending where your child has to listen for the sounds in words eg; in the word cat you can hear /c/ /a/ /t/.

Oral language

Developing oral language is the most important cognitive undertaking for young children.

Strong vocabulary and oral language skills allow people to understand and do anything they want to.

How to build vocabulary and language structure:

- Engage the child in conversation--expect that your child will contribute to the conversation. Ask open-ended questions such as "What was your favorite thing that we saw today?"
- As you do things together, think of new words or new concepts that can be introduced through that activity. For example, if you are planting a seed together, you can talk about the soil, the pot, the seed, and the water. Later, as the sprout comes up, you can introduce the words sprout, stem, leaf, and roots. All of these will be easy for your child to grasp because of the concrete activity that shows their meaning. Make sure you use the new word or words several times and engage your child in conversation where he or she will have the opportunity to use the word also.

Oral language (continued)

- Continue building oral language skills by extending ideas in conversation with the child. In response to what your child has said, add in a word that is at a slightly higher level than what the child can currently use. For example: if your child says "It was really, really big." respond back "It must have been enormous!"
- Read lots of books together. Gradually increase the length and difficulty of the stories you are reading together. This will help your child's listening comprehension to grow.
- With familiar stories, encourage the child to retell the story, even if it is only a couple of sentences.
- Ask questions throughout the story, such as who different characters are or what they are doing. Talk about the pictures, what is happening, what might happen next, why do you think that happened?
- Comment on things that the story reminds you of. For example, if you read a book about going to the park, talk about your recent time playing at the park. Talk about the things you did that were similar and different from the book.
- Read books of children's poetry together. Have fun with the rhythm and feel of the poems. Change the rhyming words even if you use nonsense words.
- Read non-fiction books. Go slowly and look more in depth at the pictures. Talk about what you are learning.

Most importantly if you think your child has a problem, talk to their teacher. They may be referred to the School Nurse or for Speech Therapy. Speech Therapy is not just about articulation, how we pronounce sounds, but is also about how we interpret and process information.

Linking Literacy and Maths

Children need lots of talking and *hands on* or concrete experiences with maths before they are ready to learn more abstract concepts.

- Cooking is a great way to expose children to the language of mathematics.
- Talk about numbers in the environment e.g. when shopping, street signs, house numbers, clocks etc.
- Look for shapes in the environment e.g. triangles, circles, squares etc.
- Look at the clock and discuss what time it is e.g. when they go to school, have breakfast etc.
- Talk about the sequence of events in their lives eg. daily routines - breakfast, lunch, dinner, seasons - summer, autumn, winter, spring, days of the week etc.
- Singing nursery rhymes or songs that involve numbers e.g. 1, 2, buckle my shoe, etc.
- Use mathematical language e.g. bigger, smaller, more, less, full, empty etc.

