Parent Work Shop
Literacy
Monday 16th of February
Letters of the Alphabet
Teaching the alphabet

• Each letter has a small unit of sound – phoneme
• In Prep, students are taught to identify both upper and lower case letters
• To identify the letters in different prints
  Example ː d D d D d D d D
• Then the sound each letter makes
(Sometimes it can have more than one sound)
• Followed by words that begin with that sound
• Do not teach letters in isolation

dinosaur
Group 1

**S**  Weave hand in an s shape, like a snake, and say sssss.

**A**  Wiggle fingers above elbow as if ants crawling on you, saying a, a, a.

**T**  Turn head from side to side as if watching tennis and say t, t, t.

**I**  Pretend to be a mouse by wriggling fingers at end of noise and squeak i, i, i.

**P**  Pretend to puff out candles and say p, p, p.

**N**  Hold arms out at side, as if a plane, and say nnnnnnnnn.

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Go to YouTube Jolly Phonics to get the songs and actions
High Frequency Words
• Fifty percent of all books contain the first one hundred high frequency words.
• Some of the high frequency words are difficult to learn because of the unusual spelling patterns that cannot be sounded out using phonological knowledge. So some words have to be committed to memory.
• Example some

said where there the
Children are learning the one hundred and two hundred Mioow High Frequency Words

Red Words

<table>
<thead>
<tr>
<th>all</th>
<th>are</th>
<th>as</th>
<th>at</th>
<th>but</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>had</td>
<td>have</td>
<td>he</td>
<td>her</td>
</tr>
<tr>
<td>his</td>
<td>not</td>
<td>on</td>
<td>one</td>
<td>said</td>
</tr>
<tr>
<td>so</td>
<td>they</td>
<td>we</td>
<td>with</td>
<td>you</td>
</tr>
</tbody>
</table>
Effective Strategies for teaching high frequency words
Multi Sensory

• Teaching high frequency words should be a multi sensory approach this caters for the different learning styles
  - seeing
  - hearing
  - touching
  - moving
Using pictures

Having an illustration beside a word helps with making a connection between the object and the word.

we  one
Listening to and saying the word

- Pointing to the word and saying it helps your child to make the connection between the printed word and the sounds.

- Using flashcards
Sounding out using known parts of the word

• Sounding out words
• First begin with single sounds and then blend two sounds together
• For cat then
• c at makes cat

Then change the first sound to make rhyming words: bat, hat, mat, sat, rat, that, flat
Teaching by repetition

• Repetition is vital to learning words.
• Children need a number of opportunities to read and write the word before it is learnt and committed to memory.
• Good to use magnetic letters
• Write it on a white board, with chalk, make it with playdough, paint them and write them in sand etc
I am a Little Teapot
I’m a little teapot,
Short and stout,
Here is my handle,
Here is my spout
Learning through singing and actions

• Singing words
• because
• the spells the
• One that spells one  one spells number one
Looking for smaller words within words

• Looking for smaller words within a word
• that has the words hat
go in
Use mnemonics- Can I have that hat
• When has the word hen
When will I see the hen
Using games

• Sight Words- flashcards
• Concentration- write the word twice place them upside down and see if they can find the match
• Hangman
• Go fish- Write each word on two cards
• Magnet Letter Spelling- make the word, mix up the letters and then get your child to make it again correctly and then write it
• Play Tic-Tac-Toe
• Make a word wall of words that I can read or write
• Rainbow words- Write the word then write over it again with a different colour
• Look Say Cover Write Check

Write over using different colour
• Guess the word “My word starts with the letter f and rhymes with door (for)"
• How many words can you read and write in a minute.

**is to me for he my the it can be**

Put the word into a sentence

**(this is important as it builds upon their understanding)**

Clap out the syllables

Way to do this is to place your hand under your chin and when it moves down that’s how many syllables
• If you child can recognise high frequency words accurately and automatically it assists with your child’s ability to read with more fluency. It also assists with reading comprehension.