



**Guiding parents in supporting literacy
development at home**

Education Authority - Literacy Service

Aim:



- Provide ideas for schools to share with parents to enable them to support their children's literacy needs at home.



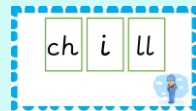
Areas for parents to focus on when supporting their children at home

- Reading
- Spelling
- Writing
- Homework
- Assistive Technology



What does your child need to know to be able to read?

- Understand the printed word
- Have good oral language
- Know letter sounds
- Understand direction of print - left to right
- Phonological Skills -
 - Rhyming - meet, sweet.
 - Beginning /middle/ and final sounds
 - Syllables
 - Blend sounds
- Comprehension (understanding)



Terms used by teachers:

- Teachers teach **phonics**; **the link between letters and sounds**. It is a good strategy for working out unknown words.

Teachers will use the terms:

- **Grapheme** - the letters (written representation of the sounds)
- **Phoneme** - the sounds (smallest unit of speech)

When reading we want children to read with fluency and quickly move from having to break words up into their sounds and blending these sounds back together to reading whole words with automaticity.

Variations and overlap

There are 26 letters of the alphabet but approximately 44 sounds of the English language.

When teaching sounds children will learn about **variations** and **overlaps**.

Variations: the various ways a sound can be represented in writing.

Overlaps: the different sounds which are represented by the same grapheme.

- Variation for “ee”

these

people

seized

key

green

machine

chief

sea

happy

she

One of these people on the quay seized the key to the green bathing machine and gave it to the chief officer who threw it into the sea'.

Overlap

- Overlap for ough

rough

dough

thought

plough

through

cough

drought

“A rough-coated, dough-faced, thoughtful ploughman strode through the streets of Scarborough; after falling into a slough, he coughed and hiccoughed.”

Overview of Sounds

s	t	p	n	m	c	f	r	d	h	g	b	
j	v	x	l	w	y	z	qu	th	ch	sh	ng	nk
a	e	i	o	u	ay	ee	igh	ow	ue			
oo	or	er	ear	air	ou	oy	au	ar				

Overview of Sounds with Variations

s ss/se ce/sc st/ps c(e,i,y,)	t tt ed bt	p pp	n nn kn gn	m mm mb mn	c k ck ch cc/qu/que	f ff ph rh	r wr rr rh	d dd ed	h wh	g gg gh gu/que	b bb
j dge ge g (e,i,y)	v ve	x	l ll/le ll/al el/ol	w wh	y	z zz ze se/s	qu	th (th)	ch tch tu	sh ch s ti/ci/si	ng nk
a	e ea ai	i y ui	o a	u ou/o o-e	ay ai/a/a-e/ae eigh/ei ea/ey	ee ea/y/e/y/e i/ie/ei	igh i-e/ie/i/y	ow o/oa/oe o-e/ou ough	ue u-e/u ew/eu		
oo ue/ew/ui oo/o/ou ough/oul u-e	or oor ar ore our	er ir/ur ar/or ear/our re	ear ere eer ear ier	air ere/eir ear/are ar/er	ou ow ough	oy oi	au a/aw/al ough	ar ear			

Say “pure sounds”

We must say the sounds accurately to enable accurate blending to make a word

e.g. c - a - t when blended = cat cuh - a - tuh when blended makes cuhatuh

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Oxford Owl How to pronounce pure sounds

Find examples to suit your school setting or make your own!

We must say the sounds accurately to enable accurate blending to make a word



When reading at home

- Make it quality time
- Have a relaxing, quiet place not near the usual homework space
- Sit side by side
- Have a wide range of reading material
- Books should look attractive and appeal to your child's interest
- Read the book to/with your child
- Listen to a story on audio book (free from NI Libraries)



How to choose a book to read

FIVE FINGER TEST

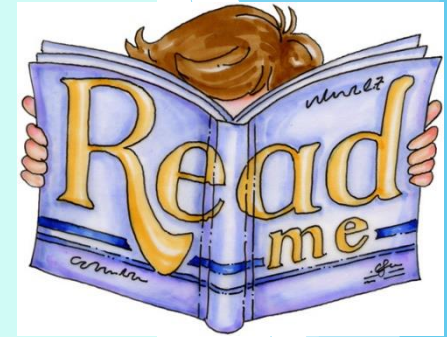
- Choose a book to read
- Open the book
- Read down a page
- Raise one finger for each word on the page that cannot read.
- **1 finger** - easy read. Have fun!
- **2 fingers** - just right. Enjoy!
- **3 fingers** - challenging. Try it!
- **4 fingers** - very challenging. Read with a partner!
- **5 fingers** - too hard. Have an adult read to you!



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Before you read: set the scene

- Read the title of the book and information on back cover
- Discuss the author and illustrator briefly
- Look through the book and identify the main characters
- Look at the illustrations and say what the book may be about
- Practise any 'tricky' words and discuss meaning
- Talk about the book beforehand - ask them to make predictions etc.



Paired reading – reading aloud with a fluent reader

- Read aloud together
- When the learner gives a sign stop reading and let them continue on their own i.e. a nudge or tap
- If the learner stumbles over a word pause, wait a few seconds, **give the child the word**. Keep the fluency going. Read on together until the learner gives the sign.
- If they tire you finish reading the chapter
- Use a pleasant tone and good intonation. **Enjoy the time together.**



During reading homework: if your child gets stuck

- Look at the picture -



- Use phonics:

- Say the first sound



Sound across the word

s i ck

- Use context - read on...ask what word would make sense 'Yesterday I took my ___ dog to the vet'

- Break the word into "chunks" - hos-pit-al

- Look for little words - downstairs = "down" "stairs",
raincoat = "rain" "coat", yesterday = "yes" "ter" "day"

- Syntax - use their knowledge of grammar and how sentences are built -Model the sentence correctly

How well do you know the sounds?

hat

frog

class

shut

bench

long

home

night

though

found

station

day

The answers.....

h/a/t

f/r/o/g

c/l/a/ss

sh/u/t

b/e/n/ch

l/o/ng

n/igh/t

h/o/me

th/ough

f/ou/n/d

s/t/a/tion

d/ay


Onset and rime

We can also encourage parents to use “onset and “rime” to help with reading. If you can read **dog** then you can read **frog** by changing the initial sounds.

What is an Onset?

An **ONSET** is...

the beginning sound in a word, before the vowel



fppt.com

What is a Rime?

A rime is...

The vowel and all the letters after

cap

lap

map

nap

tap








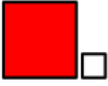
trap






slap

Ideas to support spelling at home

- Spelling is a different process from reading:
- reading you can see the word, and break it up...decode;
- spelling we do the opposite, we use our sound and letter knowledge to form a word...encode. We need to have a visual picture of how that word should look. e.g. silent letters - island, choose the correct variation e.g. snoe or snow, words which sound the same e.g. flour and flower
- The child must be able to read the words before they can be expected to learn to spell them
- Offer help and encouragement
- Introduce your child to a variety of strategies for learning spellings.

Spelling lists incorporating meaning

Word	Meaning	Symbol	Notes
spark	A small burning fragment of something, "The sparks landed on her sleeve."		
park	Stop a car in a space where it can be left. "She parked close to the entrance." A piece of land with open grassy spaces, where people can sit or run. "The children played in the park."	 	
shark	Fish that preys on other sea animals and sometimes can be dangerous to humans, "We saw sharks in the sea".		
bark	Make a short loud sound, "You could hear the dogs barking from miles away." The covering of a tree, "The bark was falling off the old tree."	 	
your	Belonging to the person being spoken to, "I like your shoes."		
large	Big, "An elephant is a large animal."		

Word	Meaning	Symbol	Notes
astronomy	The study of the science of stars and planets, "We know what we do about space thanks to astronomy."		
atom	Atoms are the smallest parts that make up a substance, "We have learnt how to split atoms."		
cell	The smallest unit of a living thing, "Our bodies are made up of cells."		
fossil	The remains (or an impression) of a plant or animal that existed in a past geological age and that has been excavated from the soil		
funnel	A conical shape with a wider and a narrower opening at the two ends		

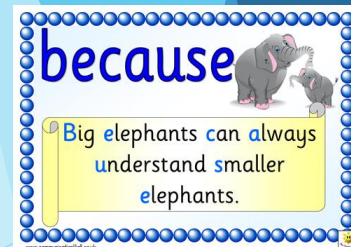
Ideas to support spelling at home

- Stretch out the word and listen to the sounds - f-r-o-s-t
- Build words on a whiteboard, magnetic board or page
- Break longer words into chunks - fan/ tas / tic
- Look for a pattern - see, been, sleep
- Decorate or illustrate words



Their
There

- Use mnemonics for tricky words - **d**addy **o**nly **e**ats **s**andwiches
- Generate rhyming words- **hug**, **bug**, **mug**, **jug**
- Colour and trace over the words in different colours saying letter names as they trace or use bubble writing.
- Use wooden/plastic letters/tiles from box of scrabble etc - give your child the correct letters they need to spell the word muddled up then ask them to put the letters in the correct order eg. b r u r y F e a
February



Ideas to support spelling at home (cont)

- **Look**



- **Say**



- **Cover**



- **Write** saying the letter names as you write



- **Check**



- **Repeat**

SOS (Simultaneous Oral Spelling)

- Adult says the word, e.g. night
- Learner repeats the word: night
- Learner names the letters in the word aloud (so that we can check that the learner is correct and not practising the wrong spelling)
- Learner writes the word whilst simultaneously saying the letter names as s/he writes: n-i-g-h-t
- Learner repeats the word aloud again
- Get the learner to drill across the page



night n-i-g-h-t night n-i-g-h-t night n-i-g-h-t night

Supporting spelling when writing

- Just give the spelling when a learner is “in the flow of ideas”.
- Encourage them to spell what they can and then tell them the tricky bits.
- Have a try page or whiteboard at hand
- You may have word lists provided by the school (e.g. key words/topic words)

Be positive in your language:

- “That’s a great word, can I write it for you?”
- “Does it sound like a word you already know?” e.g. “book”
“look”
- “You write as much as you can and I’ll help.”
- “Well done, that does say snow but instead of “sno” we write “snow.”

Writing has two aspects

Secretarial

Handwriting

- pencil manipulation
- direction
- letter formation

Sentence construction

- use of grammar

Punctuation

Spelling

- pronunciation
- spelling variations

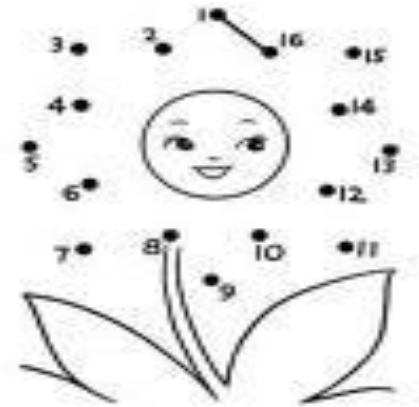
Compositional

- Selection of ideas
- Organisation of ideas
- Ordering of ideas

The ability to translate thoughts into print



Ideas to help a learner's handwriting



Presentation

- Begin writing at the margin
- Try to write on the line
- Space between every word
- Use capital letter and full stop
- Use a 'Try Page' for spelling
- Encourage COPS for proof reading

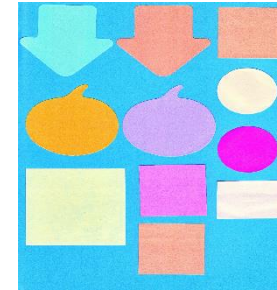
Watch out
for **COPS** !



Please Check for

- * **C**APITALS
- * Words Left **O**UT
- * **P**UNCTUATION
- * **S**PELLINGS

Planning for writing



Post-its

Recount

I went on a visit to

When I got there I noticed

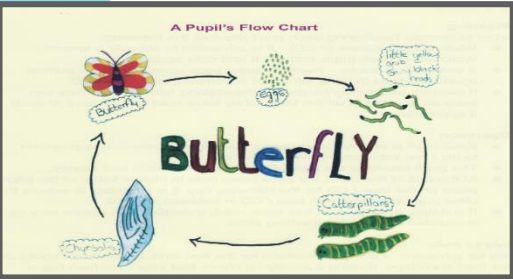
I learnt that

I also discovered that

The most important thing I found was

Writing Frame

Flow chart



Use of AT

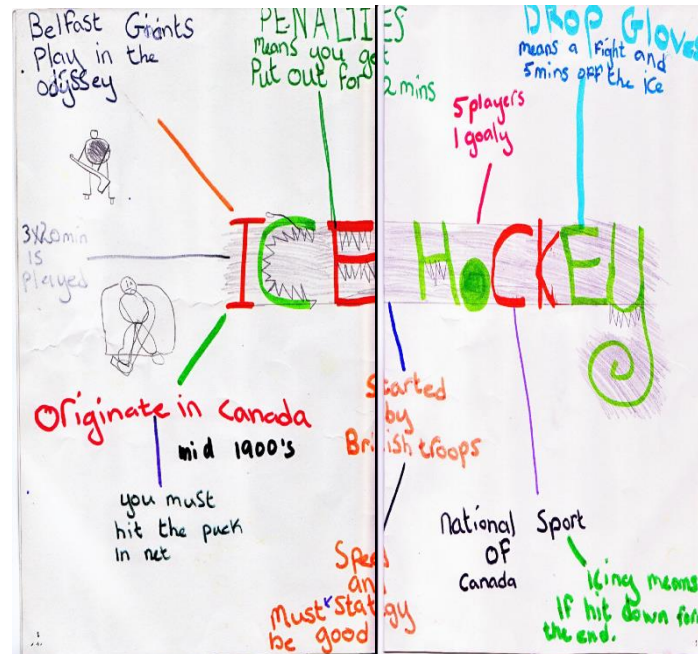
Ice hockey

Ice hockey originated in Canada in the 1900's. It was brought there by British troops. It is the National Sport of Canada.

The rules of the game, like icing, are very hard to follow. Icing means hitting the puck from one end to the other end. There are six players on the ice and 7 waiting on the bench. A hockey game lasts for 3 x 20 minute sessions. The referee has to call penalties for 2 minutes if a player does something wrong. Players can do 'hooking' and this means they have put out their stick to stop another player from the opposing team.

Giants play at the Odyssey and they play away as well. I've seen them playing in the Odyssey nearly every game this season. The season is over now. I like to watch them fighting!

Mind mapping



Mind mapping

Homework: purpose

- **Demonstrating** what they have learned
- **Practising** a new skill
- **Finishing** a piece of work started in class
- **Revising** for a test
- **Researching** a class topic

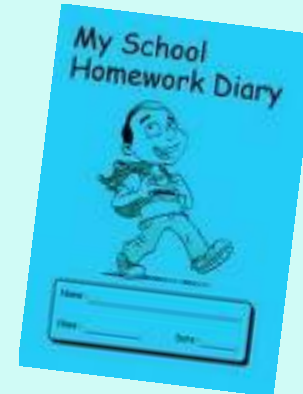
The three biggest problems with homework are:

1. Getting started
2. Knowing what to do
3. Completing on time



Homework: Getting organised....

- Check the homework diary
- Sort the books to use
- Arrange pens, pencils, rubbers etc.
- Read the instructions carefully
- Underline keywords



Remember

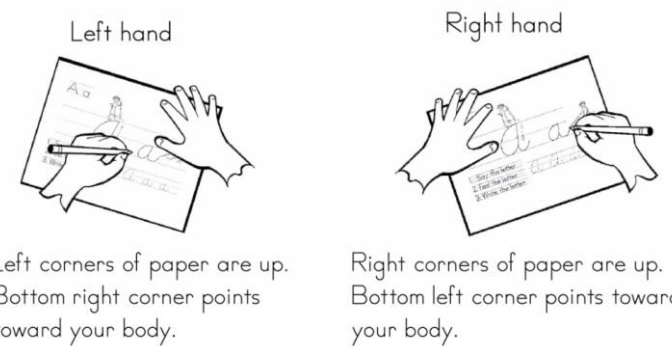
If your child has difficulty with homework talk to the class teacher about the amount of work expected and set a realistic time limit

Homework: written

- Seating position
- Sufficient light



- Position of the paper or book



- Pencil grip



- Access to Assistive technology where appropriate



What is assistive or enabling technology?

“any item, piece of equipment, or product system, whether acquired commercially or off-the-shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities”

British Assistive Technology Association

Enabling technology “provides the means to generate giant leaps in performance and capabilities of the user”



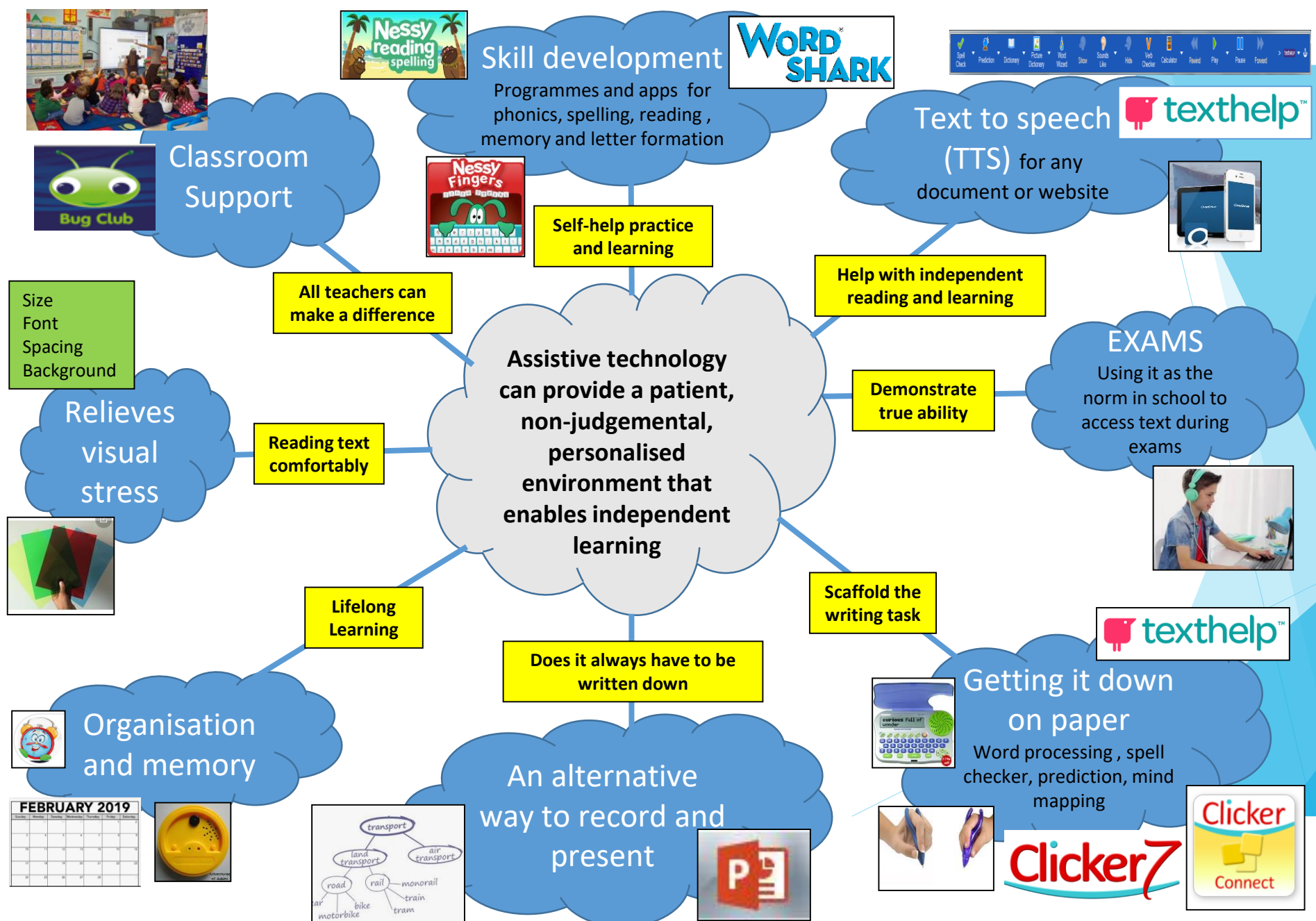
What can assistive technology do?

1. It can provide a patient, non-judgemental personalised environment that enables independent learning and levels the playing field. Repeat and review as and when you need to
2. Read text comfortability : change font, background, line and letter spacing. See and hear written text on screen
3. Supports organisation and memory, mind mapping, digital memos, electronic diaries, timetable, homework and revision apps
4. Can scaffold the writing task : Record and edit easily using word processing , spell checker, prediction, word banks as well as digital recorders and video
5. Provide an alternative way to record and present information, using graphs, flowcharts, PowerPoints
6. Allows the learner to show you their true ability in exams
7. Helps with independent reading and learning : text to speech, highlighting words access written information in documents PDFs and web pages
8. Good word processing/typing skills are advantageous for home, school and work

www.bbc.co.uk/schools/typing

www.doorwayonline.org.uk

Technology is a key gateway to supporting all learners



A learner has a writing difficulty, what may help?

Writing on a computer or other device is often neater and more legible than handwriting

Spell checker, autocorrect and word prediction may help improve spelling

Recording voice notes is a quick way of getting your ideas down without worrying about typing or spelling

Improved keyboard skills makes typing quicker and enables pupils to increase output.

Writing frames and careful planning can help

A learner has a reading difficulty, what may help?

Different types of reading materials: graphic novels, age appropriate books, abridged versions, coloured overlays, sticky highlighter strips, writing/reading slopes

Customising the computer settings:

- Changing font style (Arial, comic sans, Primary Infant Sassoon) colour (pastel colours) and font size (14).
- Changing the background or desktop colour
- Increase the line spacing, from single to line and a half line (1.5) spacing
- Changing page layout
- Increasing the magnification of the desktop

EBooks:

- Customise font style and background
- Use text to speech to allow the book to be read aloud
- Use sentence or word highlighting to aid concentration
- Create bookmarks which can be collated and summarised
- Find the meaning of words

Audio Books

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To make use of this great free service you need to have a Libraries NI [membership number](#).

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If you have a smart phone or tablet device download the [Overdrive App](#) and create an account (Choose Libraries NI as your library).
For PCs and laptops you need to install [Adobe Digital Editions](#) (ADE) software

Step three:
Sign in to the [Libraries NI eBook/Audiobook service](#) using your membership number

Step four:
[Browse the collection](#), choose a book and click borrow. If your chosen book is not available request it by selecting the Place a Hold button

Step five:
Click Account to go to your Bookshelf. You can read your book here or click download to save it to your device

Top tip: Remember you always browse the collection and borrow from Libraries NI. For downloaded books/audiobooks go to your Overdrive app



YouTube for audio books and background information



MACBETH by William Shakespeare - FULL AudioBook - Theatrical Play Reading
Greatest AudioBooks
3 years ago • 171,944 views



Science Documentary 2016 | Big Data
Science Documentaries Channel
5 months ago • 8,939 views
With the rapid emergence of digital devices, an unstoppable, invisible force is changing human lives in incredible ways. Every two ...

Interactive books, audio books and animated books, ebooks

NI Libraries (Overdrive app)

Oxford Owls

YouTube

Abridged versions and video



Subtitles on TV.
Karaoke



The benefits of audio books



Audiobooks can be used to:

- Introduce and enable students to hear text above their reading level
- Take the pressure off pupils who find reading difficult by enabling them to have better understand the text without having to read it
- Model good interpretive reading
- Provide a bridge to important topics of discussion for parents and children who can listen together while commuting to sporting events, music lessons, or heading off on holiday
- Teach critical listening
- Highlight the humour in books
- Introduce new genres that students might not otherwise consider
- Introduce new vocabulary or difficult proper names or localities
- Provide a read-aloud model

Life-long benefits to appropriate technology use

- Improved motivation
 - More independence
 - Improved skills and output
- More likely to succeed throughout education & in the workplace



Where to get further information/ training:

Webinars

Webinars are convenient live presentations delivered to your computer or tablet over the web. They start at 4pm and last for 20 minutes. You can watch it live or choose to watch the archived one at a time most convenient to you.

This is a valuable opportunity for relevant, practical **FREE** Professional Learning in inclusive digital technologies that could benefit your students with Additional Support Needs.



✓ In the webinar you can:

- **View** documents, programs and iPad apps;
- **Listen** to the presenter via audio;
- **Ask** questions about the presentation.

✓ It's easy, just:

1. Complete the short **booking form**;
2. **We will send you a web link** by email;
3. **On the day**, click on the web link in the email;
4. **The webinar will appear** on your screen!



Regional Training Centres

Websites

Call Scotland

Texthelp

BDA : Technology

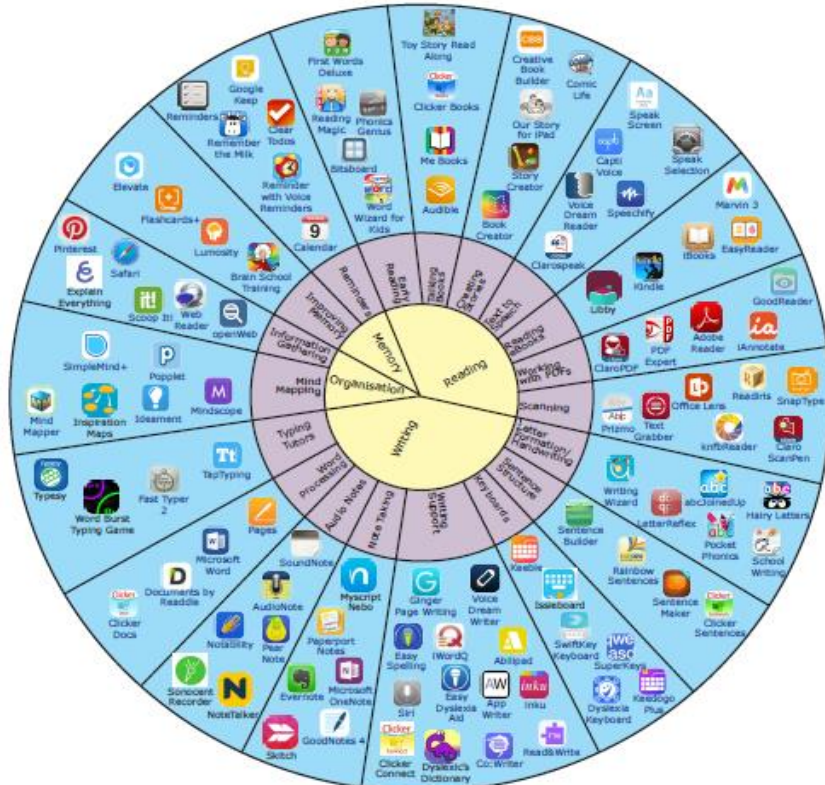
Crick software

Wordshark

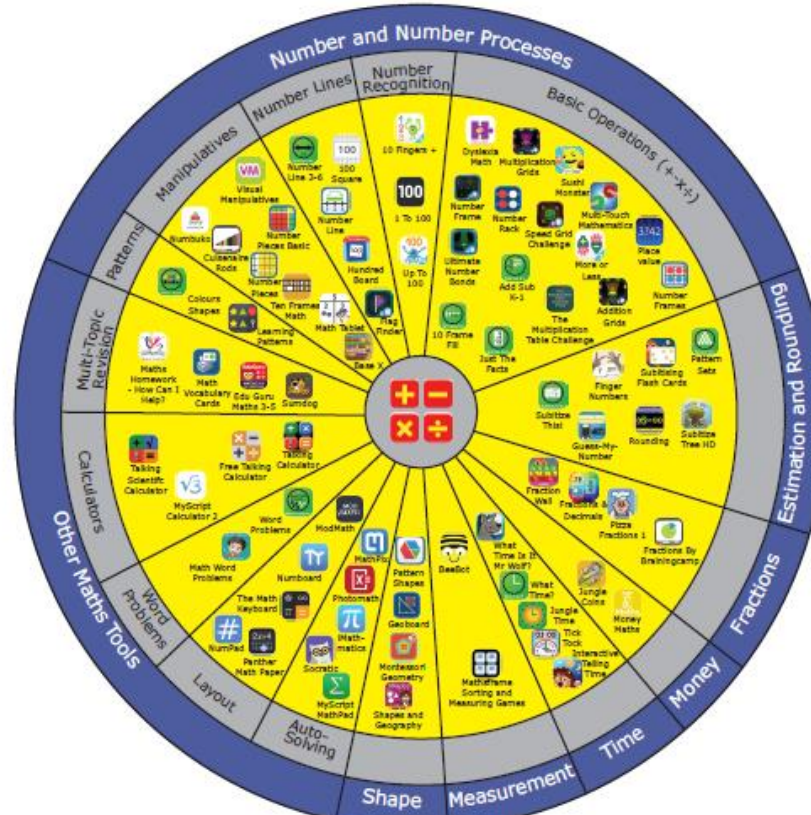


Apps for ipads

iPad Apps for Learners with Dyslexia/
Reading and Writing Difficulties



iPad Apps for Learners with Dyscalculia/
Numeracy Difficulties



Download from Call Scotland

How to support the learner develop organisation and study skills

- Colour code timetables - match coloured stickers/covers on subject books
- Have a large timetable for home study - A3 if possible

Timetable example

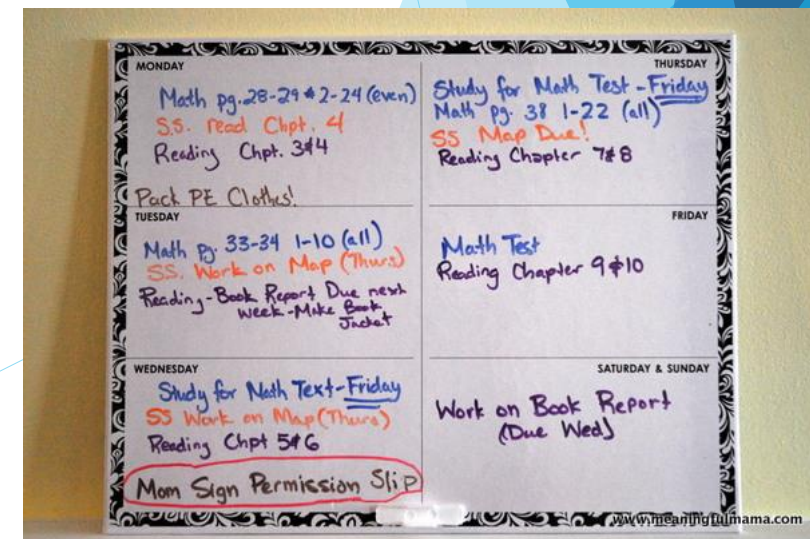
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths K5	French L6	Tech Studies F9	Christian Studies	Chapel
2	Maths K5	Arts	PE S1	Geography /History	Maths K5
3	Whole School Assembly	Arts	PE S1	Geography /History	Maths K5
4	Tech Studies F9	English	English	Arts	Science S3
5	Tech Studies F9	Geography/ History	English	English	Science S3
6 /CCA	Geography/ History	Sport	Year Level Assembly	Sport / training	Band
7	Science S3	Sport	Maths K5	French L6	English
8	Science S3	Sport	Maths K5	French L6	English

Colour-coded for easy recognition



How to support learners develop organisation and study skills (cont.)

- Provide a suitable study space, uncluttered and establish a homework routine
- Read through induction booklet, timetable of school day, school map, school closures.
- Have a routine for clearing the school bag daily and packing it at night for the following day; helps to reduce the chance of forgetting books
- Encourage the learner to explain a new or difficult subject to you - just listen
- Have an A3 whiteboard to write notes and/or revise
- Encourage use of post-it notes
- Mind mapping key information on a topic can be useful
- Make use of YouTube - revision techniques, subject areas, maths demonstrations, science concepts



Enhancing Self esteem

- Children's success will be increased if:
- They feel confident.
- Effort is recognised and praised.

It is important to tell children why you are pleased and they can see for themselves what they are doing is right.

Avoid comparisons with peers or siblings

Encourage genuine strengths and abilities - sports, art, problem solving, language skills, music, drama, building and fixing.

Boost your child's confidence

▶ *Celebrate what your child can do well*

Focus on your
child's strengths!

Success comes in 'cans' not can'ts'

Have
realistic
goals.....

Thank you for listening. 😊

**“Literacy is...the road to
human progress and the
means through which every
man, woman and child can
realize his or her full
potential.”**

- Kofi Annan