

# Literacy Parent Evening Presentation 19th May 2021

"If a child **memorises 10 words**,  
the child can only read 10 words.

But if a child **learns 10 sounds**,  
the child will be able to read 350  
three sound words, 4 320 four  
sound words and 21 650 five  
sound words."

Martin Kozloff, 2002

**#FROTHINONPHONICS**

Miss Learning Bee



**Te Mata  
School**  
SEEK THE HEIGHTS

## Language Comprehension

### Background Knowledge

facts, concepts, etc.

### Vocabulary

breadth, precision, links, etc.

### Language Structures

syntax, semantics, etc.

### Verbal Reasoning

inference, metaphor, etc.

### Literacy Knowledge

print concepts, genres, etc.

## Word Recognition

### Phonological Awareness

syllables, phonemes, etc.

### Decoding

alphabetic principle, spelling-sound correspondence

### Sight Recognition

of familiar words

# Many Strands Are Woven into Skilled Reading

increasingly strategic

increasingly automatic

## Skilled Reading

Fluent execution and coordination of  
language comprehension and  
word recognition



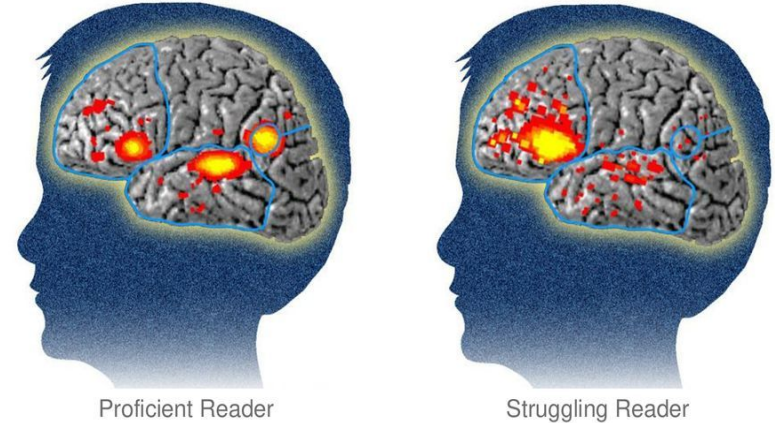
**Te Mata  
School**  
SEEK THE HEIGHTS

*Figure 1.9 Reading Rope  
(Scarborough, 2001)*

# The Science of Reading

- Not new - 30 years of research
- The human brain is wired for speech not written language
- Kids are learning to read in spite of us

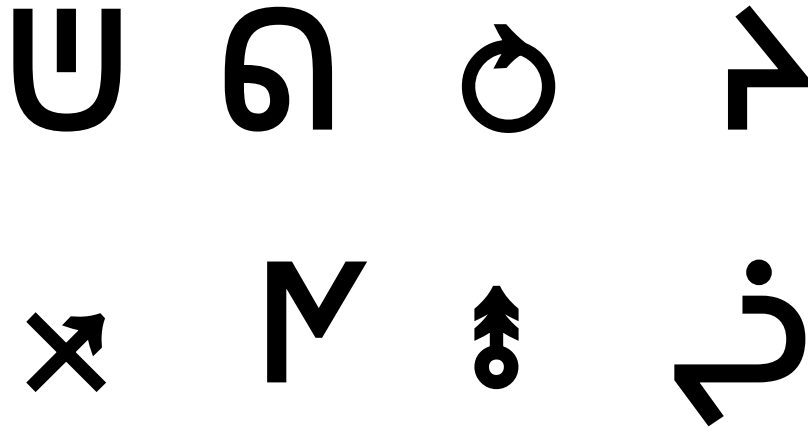
## The Learning Brain



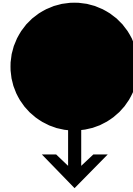
# In a child's shoes...



These are the first letters you need to learn...



These are the first words you need to know...



So now you can read this...

U 60 U 8 X ←... ♀  
768 NM U X.

# Did you know?

English has 26 letters, 44 speech sounds and 150 spelling patterns



## Sunshine Decodables – Phonics Overview

SET 1 10 BOOKS

s a t p i n m d

SET 2 10 BOOKS

g o b h e r f u l

SET 3 10 BOOKS

c k ck j qu v w x y z zz ff ll ss

SET 4 10 BOOKS

th/th ch ng sh ai ee igh oa oo/oo

SET 5 10 BOOKS

ar or ur ow oi ear air ure er

Teaching the 44 Phonemes  
of English

SET 6 10 BOOKS

| Phonemes  | f w | ai   | ee  | igh | oa  | oo  | or  | ur  | ow | oi |
|-----------|-----|------|-----|-----|-----|-----|-----|-----|----|----|
| Graphemes | ph  | ay   | ea  | y   | ow  | ew  | aw  | ir  | ou | oy |
|           | wh  | a-e  | e-e | ie  | o-e | ue  | au  | er  |    |    |
|           |     | eigh | ie  | i-e | oe  | u-e | al  | ear |    |    |
|           |     | ey   | y   | i   | o   | u   | our |     |    |    |
|           |     | ei   | ey  |     |     | oul |     |     |    |    |
|           | a   | e    |     |     |     |     |     |     |    |    |

SET 7 10 BOOKS

| Phonemes  | ear | air | j, s | c  | u,<br>e, r | ar, o,<br>m | n, i | l, v, z | sh, ch            | zh     |
|-----------|-----|-----|------|----|------------|-------------|------|---------|-------------------|--------|
| Graphemes | ere | are | g    | k  | o          | a           | kn   | le      | ch                | s(ion) |
|           | eer | ear | dge  | ck | ea         | (w)a        | gn   | ve      | t(ion)            |        |
|           |     |     | c    | qu | wr         | mb          | y    | se      | ss(ion, ure)      |        |
|           |     |     | sc   | x  |            |             |      |         | s(ion, ure)       |        |
|           |     |     |      | ch |            |             |      |         | c(ion, ious, ial) |        |
|           |     |     |      |    |            |             |      |         | tch               |        |



**Te Mata  
School**  
SEEK THE HEIGHTS



Set 6

a  
baby



# Long ā

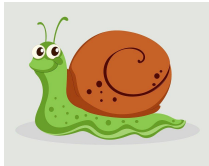
a\_e  
cake



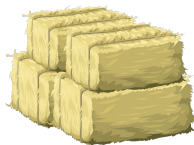
eigh  
eight



ai  
snail



ay  
hay



ei  
reindeer



Activity : How many ways can you write 'ē' ?

Long ē

ee - tree

ie - chief

e - me

ea - read

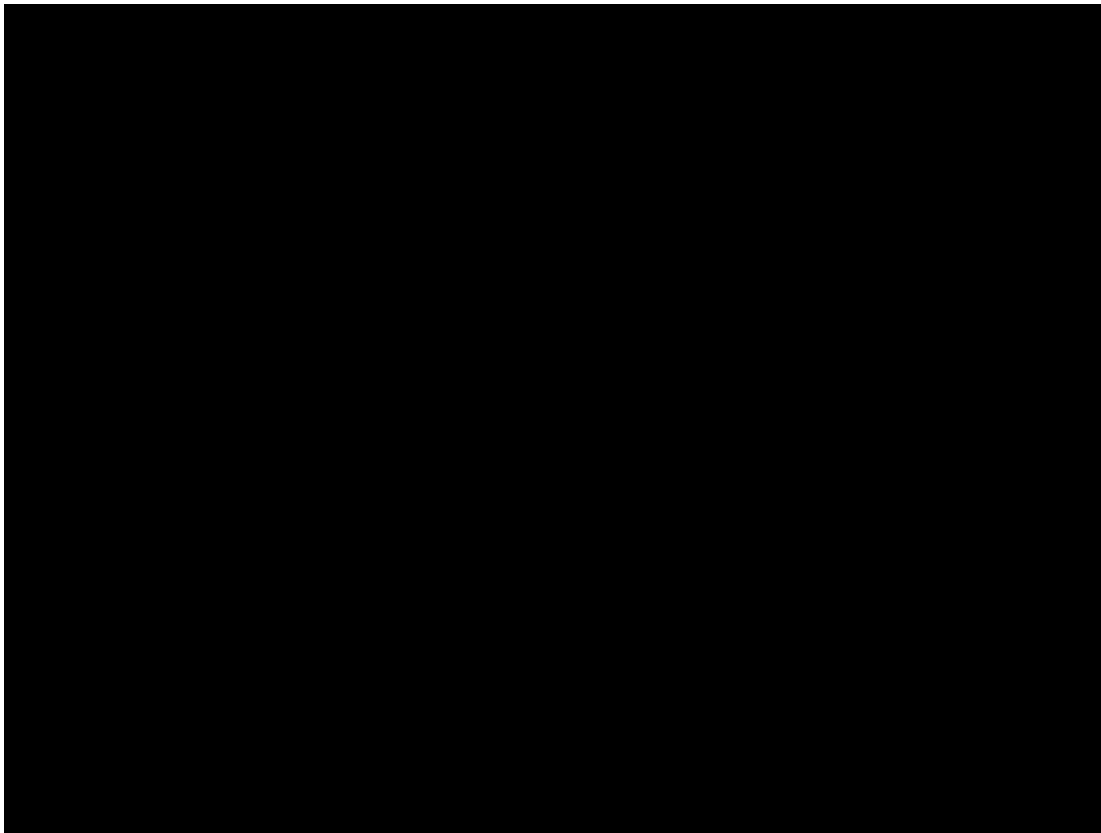
ey - key

e\_e - even

y\_e - happy

How did you do ?

# Structured Literacy Lesson - Set 4



# What it is like for our kids ...

## Rapid Review

- quick
- revision



## Code Learning

- letter formation
- teach new code



## Sound and Blend Words

- Sound and blend words
- Say and make
- Blend words quickly

## Read or Write

- Read book or
- dictated sentence



## Heart Words

- quick
- not blended



# Assessment

## Need to know:

- Formative assessment is how we monitor students' learning and provide ongoing feedback.
- Our assessments focus on sounds, blending (including nonsense words) and heart words.
- Once Set 4 has been completed, children do PM readers AND structured literacy.
- Consolidation is incredibly important.

## On your tables:

*Set 1-3 assessment*

*Set 5 assessment*

*Set 7 assessment*

*A PM running record*



When the cook tastes the  
soup, that's formative.  
When the guests taste the  
soup, that's summative. Robert Stake



**Te Mata  
School**  
SEEK THE HEIGHTS

# Home Learning

Term One Week 3/ Parent Instructions:  
Point to the word and have your child blend (sound out) to say the word i.e. would = w-o-u-l-d the word is would. Review ar, er, or, one, ol, ear, air, ure, er.  
After reading the word then have your child write the word down. They should be making the sounds as they write.  
Aim to do 4 or 5 of these words a night.

Focus phoneme: ee

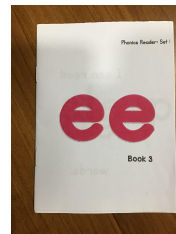
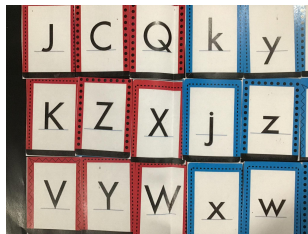
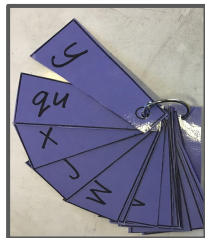
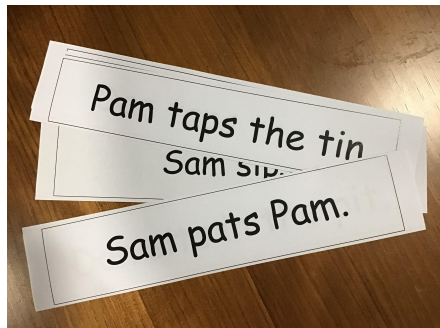
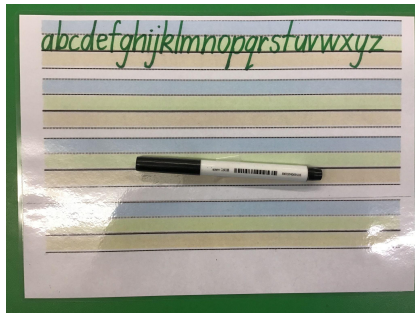
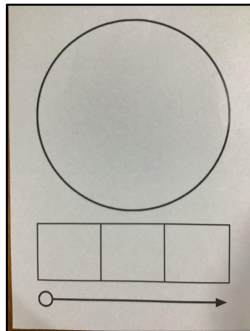
Graphemes: ea, e-e, ie, y, ey, e

|       |        |       |
|-------|--------|-------|
| sea   | eve    | chief |
| pea   | even   | thief |
| tea   | these  | brief |
| very  | key    | we    |
| happy | valley | be    |
| funny | turkey | me    |

Dictated sentences to do at home (read these to your child, have them repeat the sentence and then get them to write without seeing the sentence)

The donkey liked to play hockey when some people were looking.  
The chimney smelt disgusting and this made it tricky to clean too.  
The puppy was as happy as a clown and people asked why he was called chief the thief.  
I am learning to read and spell these three words. If I can spell all of these words correctly, I can write the words in a sentence or a story. There will be a list of these words on Friday.

some called like when  
put here what come  
could people were asked



# Where to next?

- We value our partnerships with you and we are excited about the journey. This year you will be invited into classrooms to see Teachers and children in action doing Structured Literacy.
- Please fill out one of the paper strips before you leave with any things that you're excited about, want to know more about or general comments about how you're feeling.
- You can put these in the boxes by the door on your way out.

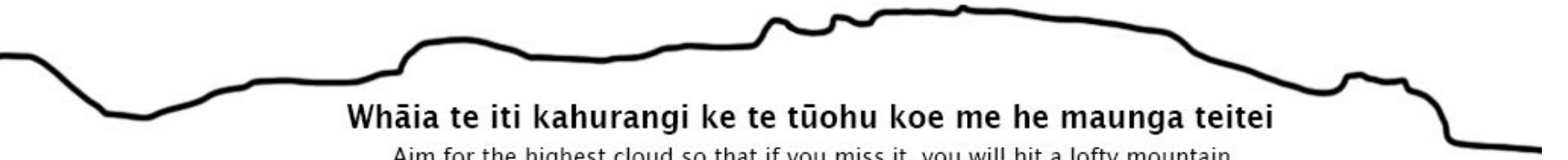


**Te Mata  
School**  
SEEK THE HEIGHTS



**Te Mata  
School**  
SEEK THE HEIGHTS

**THANK YOU!**



**Whāia te iti kahurangi ke te tūohu koe me he maunga teitei**

Aim for the highest cloud so that if you miss it, you will hit a lofty mountain