

Literacy Support

St Nicholas College



CONTENTS

Language Policy

Agency Programmes

Listening and Speaking Skills

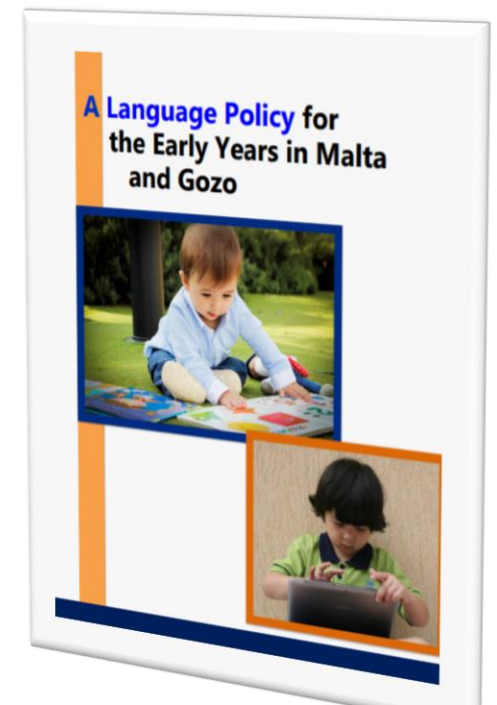
Reading with a Pre Reader

Developing Motor Skills

Preparing Children for Writing

A LANGUAGE POLICY FOR THE EARLY YEARS IN MALTA AND GOZO.

The policy promotes the bilingual development in Maltese and English of young children (0-7 years) in Malta and Gozo



PROGRAMMES / SERVICES PROVIDED BY THE **NATIONAL LITERACY AGENCY**





AQRA MIEGHI READ WITH ME



- **For Whom:** Children (0 -3 years) + Parents / Carers
- **Language/s:** Maltese and English
- **Where:** Various Centres around Malta and Gozo
- **To Check:** Facebook (National Literacy Agency)
- **To Book:** phone 2598 2990 or email aqra.storja@ilearn.edu.mt





SEHER L-ISTEJJER THE MAGIC OF STORIES



- **For Whom:** Children (4 -7 years) + Parents / Carers
- **Language/s:** Maltese and English
- **Where:** Various Centres around Malta and Gozo
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SEHER L-ISTEJJER
The Magic of Stories

Qari bil-Malti għat-tfal minn
4 sa 7 snin flimkien
mal-ġenituri/kuraturi
It-Tlieta, 23/10/2018

Il-Mosta
Fil-Librerija Pubblika
It-Tlieta
16:00-17:00

L-Imġarr, Malta
Il-Kunsill Lokali
It-Tlieta
16:30—17:30

Ħal Safi
Il-Kunsill Lokali
It-Tlieta
18:00-19:00

Ministeru għall-Edukazzjoni u l-Koordinazzjoni għall-Idrokarboni
MALTA LIBRARIES
National Literacy Agency



AMBAXXATURI TAL-QARI READING AMBASSADORS



- **For Whom**: Children at primary schools/
Summer schools
- **Language/s**: Maltese or English



EMERGENT LEARNING

Emergent curriculum is a way of planning curriculum that is **based on the children's interest** and passion at a certain point in time. Children thrive and learn best when their interests are captured. **Learning occurs naturally.**

Projects allow children to study a topic in depth over a period of **days or weeks** and can involve a **small group or the whole class.**

In an emergent curriculum programme, what happens in side by side classrooms will look different because of the varying skills, interests, and needs of the children within those classrooms.

A TYPICAL SCENARIO...



In one room, a group of children make a car wash out of cardboard. Other children in the room engage individually and in small groups making elaborate block structures, retelling the story from a favourite book, or writing invitations to an upcoming event.

WORKSHOP

In a group of 5 or 6, discuss and write down keywords that show what you find important in your **children's literacy education** in Kindergarten.



BALANCED LITERACY

Oracy

Writing

*What is
Balanced
Literacy?*

Reading

A photograph of a man with glasses and a grey shirt reading a book to a young child. The child is holding a book titled "Mockingbird" by Lorraine Hansberry. The background shows a bookshelf filled with books.

THE FOUNDATION FOR
LITERACY SKILLS
IS LAID YEARS
BEFORE
CHILDREN ENTER
SCHOOL.

HEALTHYCHILDREN.ORG

-FMI: RAISINGREADERS.ORG

“

In one school year a child
spends:

7,800 hours at home
and

900 hours at school

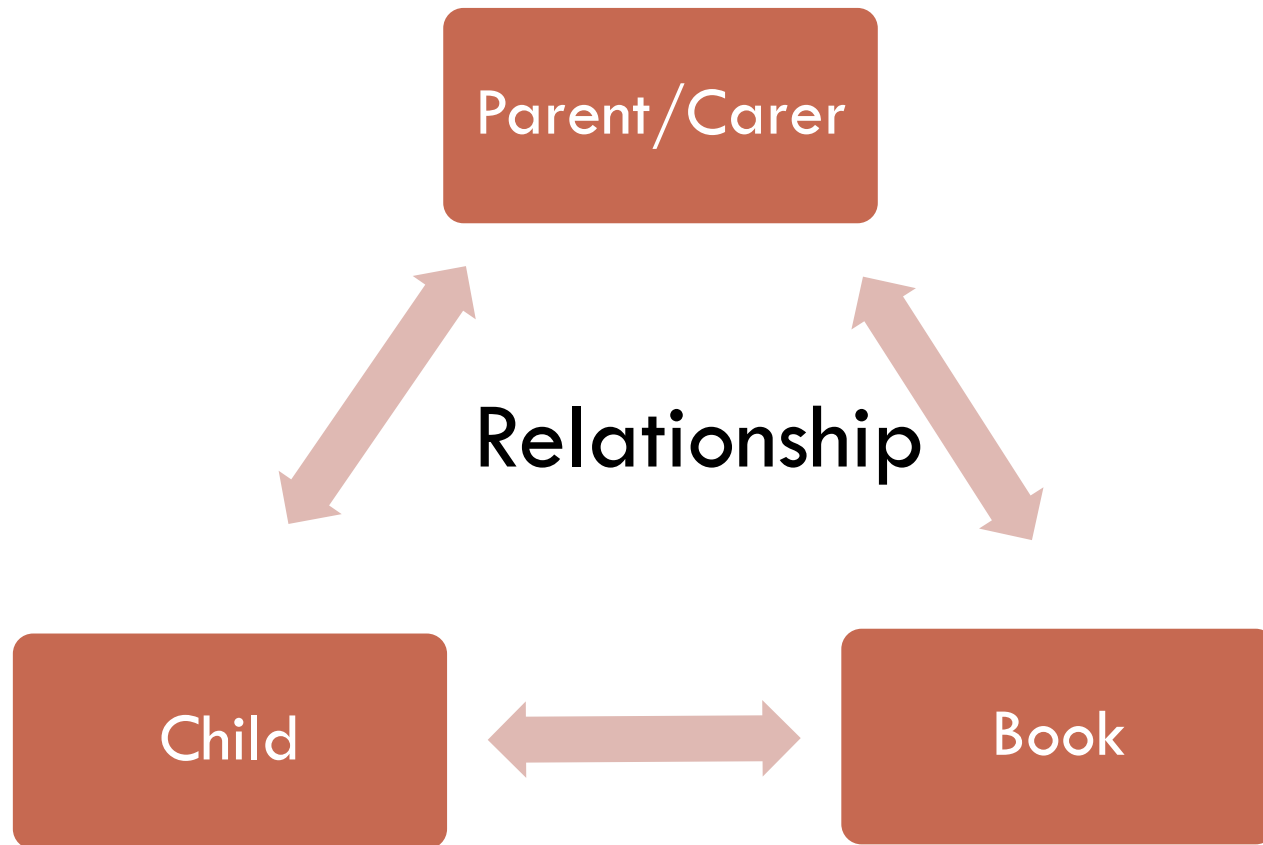
Which teacher should be the
most accountable?

Jim Trelease

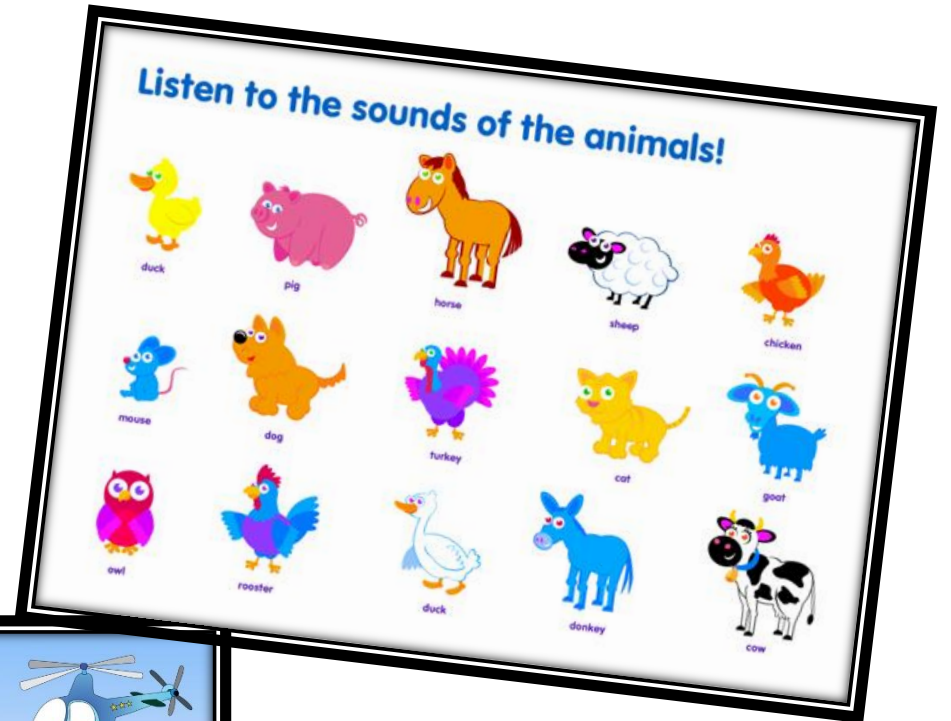
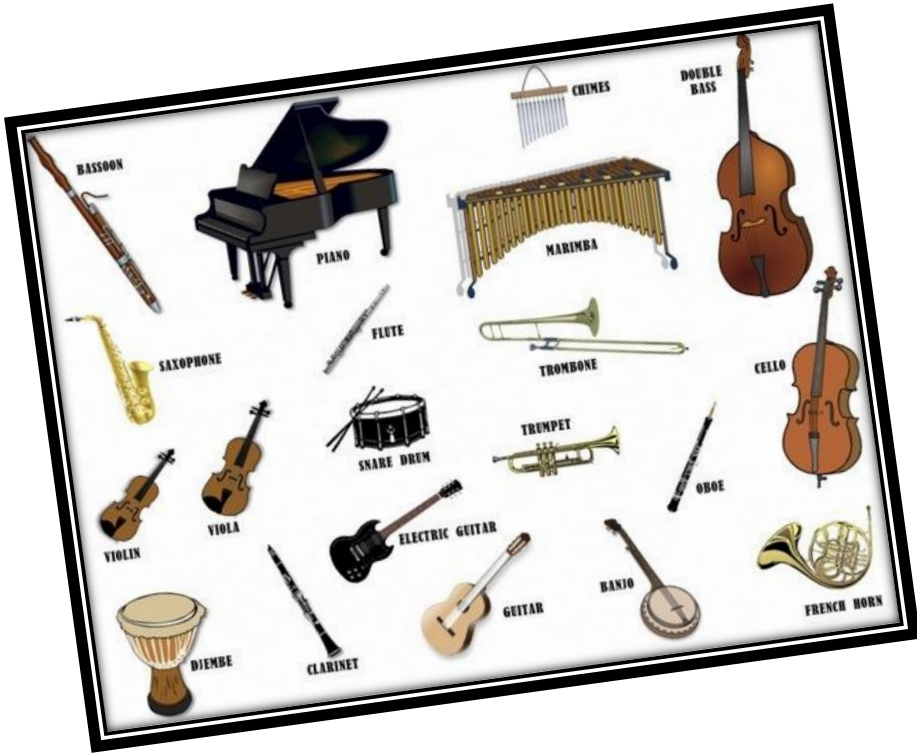
GROWING
BOOK BY BOOK

”

THE IMPORTANCE OF NOURISHING THE MIND AND NOT JUST THE BODY



CHILDREN SHOULD BE GIVEN VARIOUS EXPERIENCES THROUGHOUT THE DAY, SUCH AS:





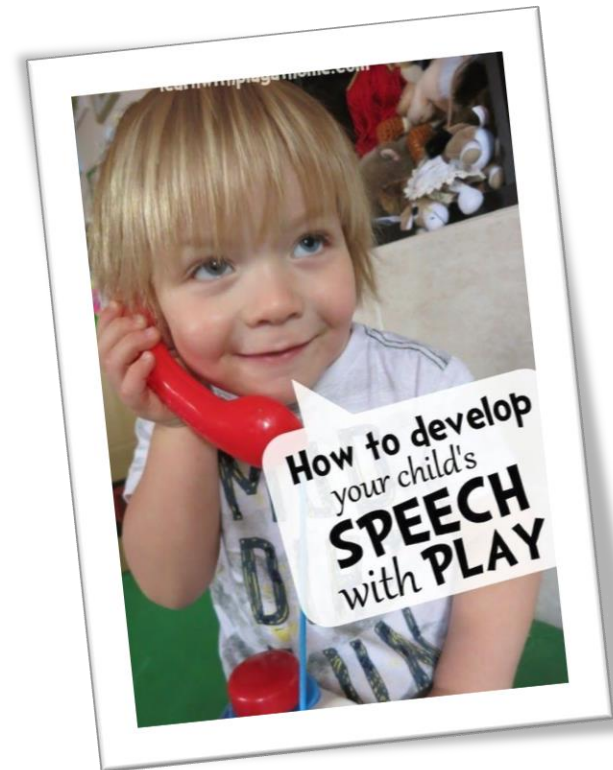


NURSERY RHYMES



- Sing nursery rhymes to your child.
- Encourage your child to sing along to nursery rhymes.
- Play simple and harder rhyming games with your child.
- Being able to say or sing simple nursery songs improves future reading skills and helps with literature.

LET THEM TALK.... NOW YOU LISTEN TO GIVE FEEDBACK



HOME ENVIRONMENT

Avoid baby talk

Keep languages separate

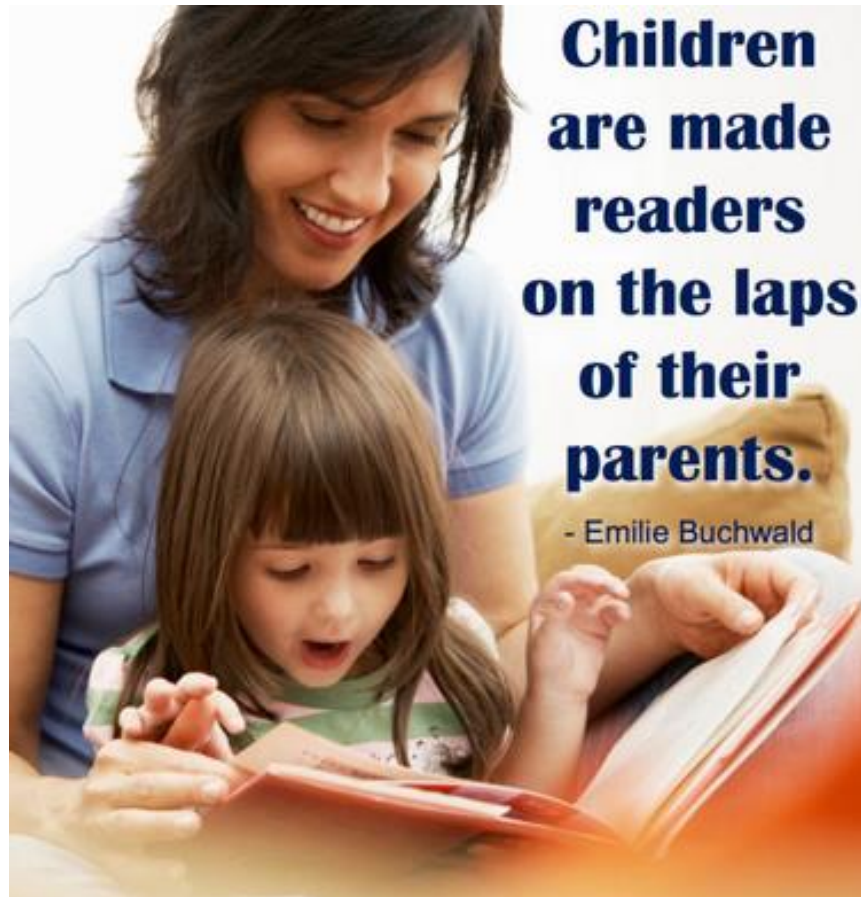
Observe the language your
child uses

“If you want your
children to turn out well,
spend twice as much
time with them and half
as much money.”

- Abigail Van Buren



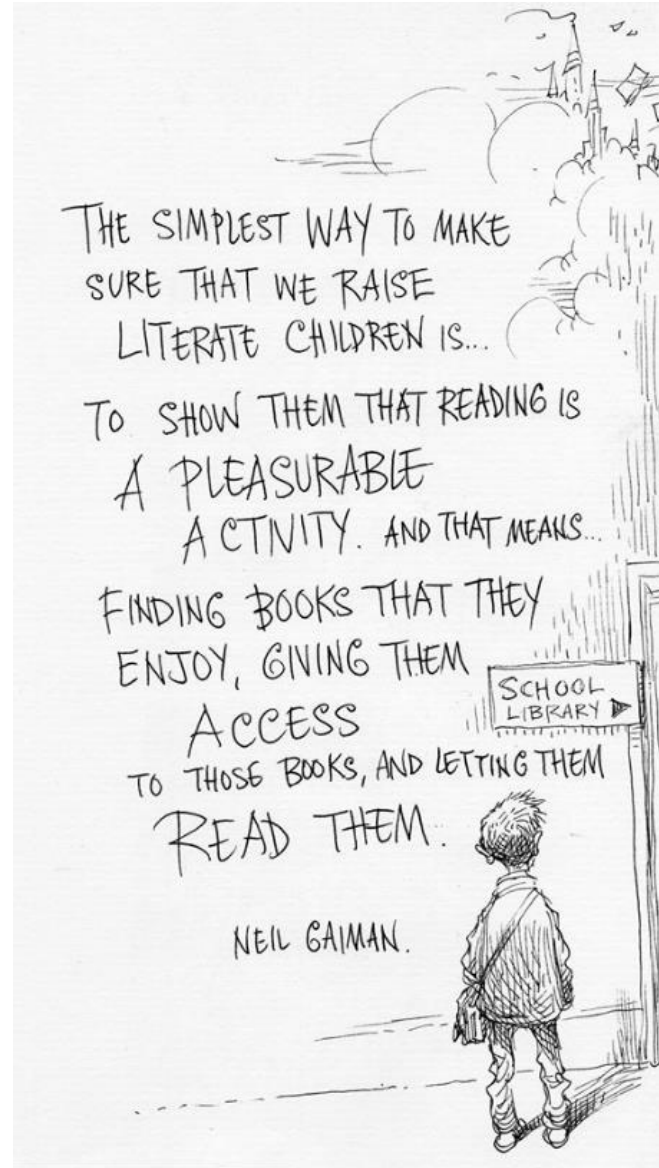
PRE-READING - DEVELOPS AN INTEREST IN BOOKS



**“MAKE READ
ALOUD TIME
SPECIAL.
TURN OFF
ANY DISTRACTIONS
LIKE THE
TV, YOUR
CELL PHONE
AND IPAD.”**

raisingreaders.org

LET'S FIND TIME



TED^x
Youth@TBSWarsaw
x = independently organized TED event



Luke Bakic-Pawlak
The Power of Reading

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

-Dr. Seuss



Picture Walk & Talk



Before reading a book, 'walk' through and talk about the illustrations. Make predictions, discuss the setting and characters, take note of the details.

DON'T GIVE UP IF CHILD SEEMS TO LOSE INTEREST DURING READ ALOUDS!

"Sometimes it seems she's not paying attention to the story being read, but she will say things to me throughout the story that shows she IS listening"



- Parent comment via FB/ Raising Readers



Illustrated
Fairy Tales

PHOENIX FILES

The Ultimate
Big Book of Big

BUSY FARM

How High is the Sky?

The Ancient
Book of
GREEK
MYTHS

Travel Doodles

That's not my moonster...

Star

THE DISCOWORM BOOK OF DISCOWORM STORIES

Darius Bell and the Glitter Pool

THE GREAT SHIPWRECK

Shadow Dragon

See inside Your Book

- 

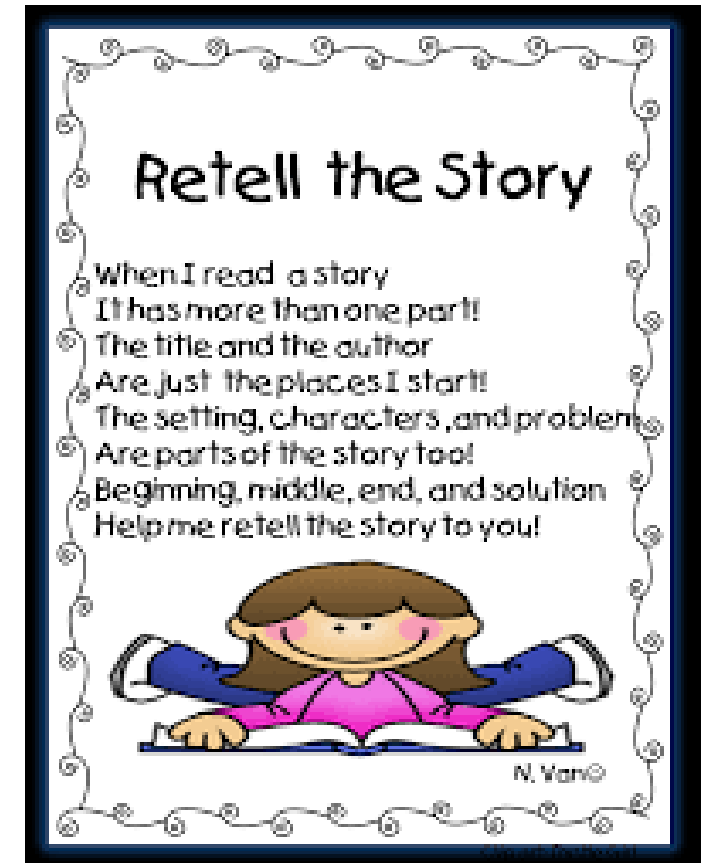


■ How should I read to my child?

- Choose books that **can be handled** without the fear.
- Let the child **point** at the words.
- Let the child **pretend** to read a book.
- Invite them to **select** a book and 'read' it telling the story in their own words.
- Observe the **strategies** children use to 'read'.
- Provide books with **simple short** sentences and demonstrate the **left-right** direction.
- Observe the children's **familiarity** with the way books work, for example, holding the book the correct way up, turning the pages.

After reading a story...

- Children act it out in sequence using puppets.
- Observe whether children use the beginning and end, as well as the **sequence of events**, with ease and confidence.
- Observe the **language** children use to describe the characters and the event itself.
- Encourage the use of **descriptive words** to help children understand that these generate more interest in the listener.



BRINGING A STORY TO LIFE



- Painting
- Masks / face painting
- Puppets / toys
- Dressing up



DISCOVERING LETTERS AROUND US

- Labelling
- Reading signs
- Making picture story books

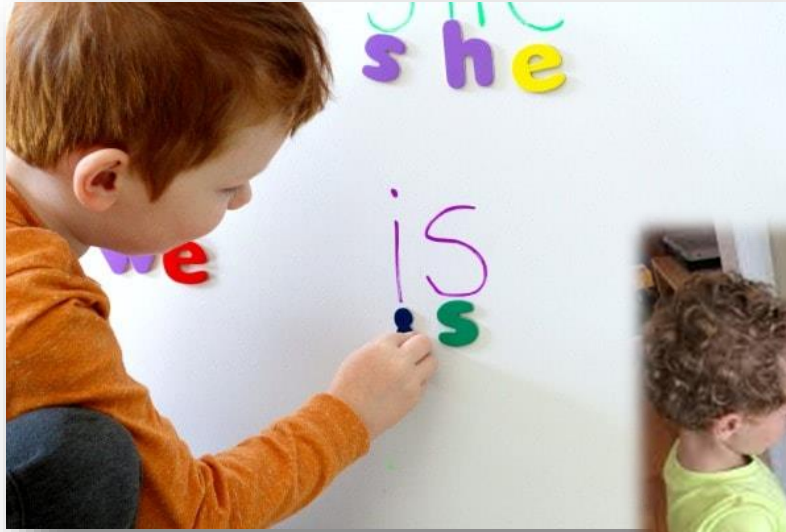


www.1plus1plus1equals1.com



NICOLEVENTERS.COM

LINKING SOUNDS TO LETTERS



- Sounding letters / sounds
- Playing with plastic/magnetic letters
- Multi sensory books



DIGITAL READING – A GUIDELINE FOR PARENTS



Do you remember getting your first library card?



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YOUR CHILD CAN LEARN THROUGH:

Sensory

Art

Playing

Exploring

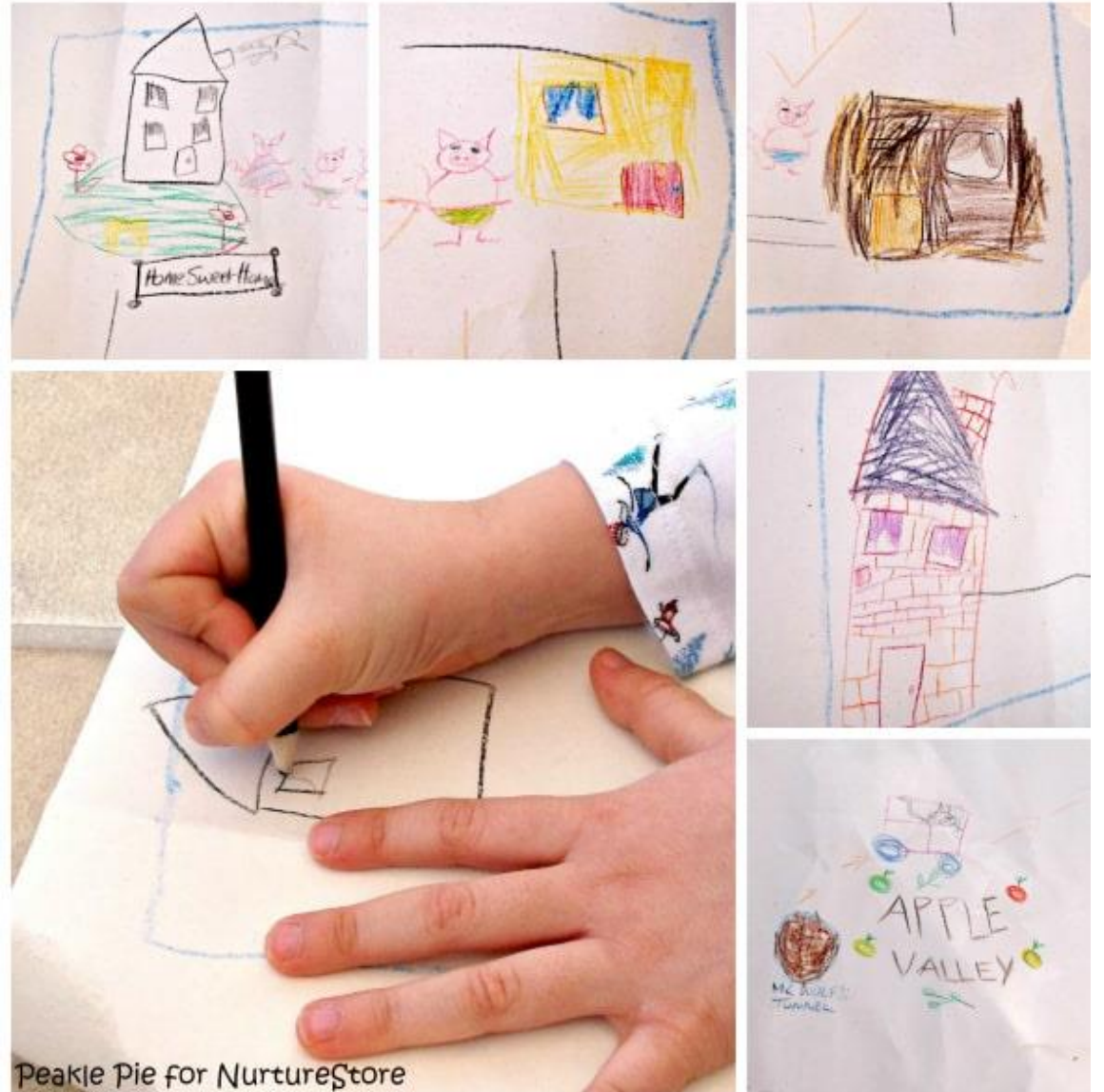
Making

Painting

Nature

Discovery

Baking



SENSORY



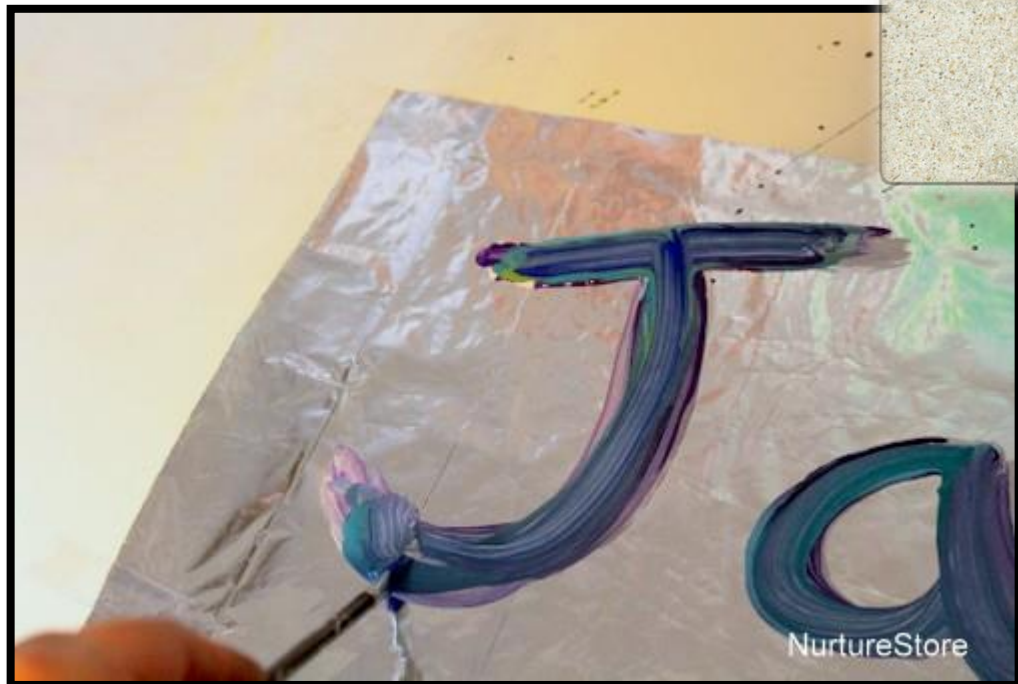
USING SCISSORS...

dual control training
scissors



child friendly scissors

ART



PLAYING



DEVELOPMENT OF THE HAND ARCHES



Using water sprayers

EXPLORING





PAINTING

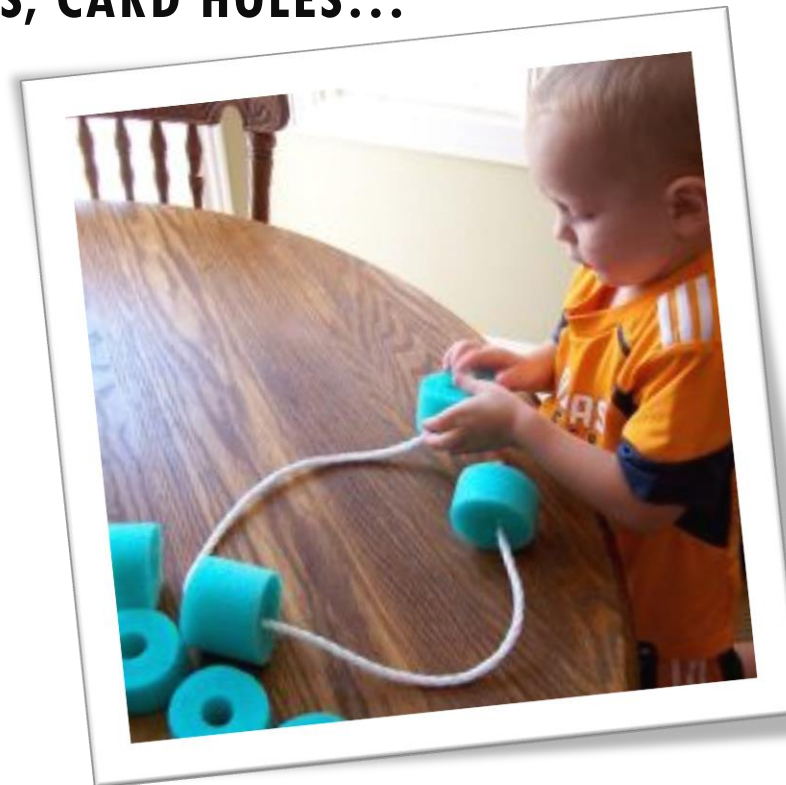


NATURE

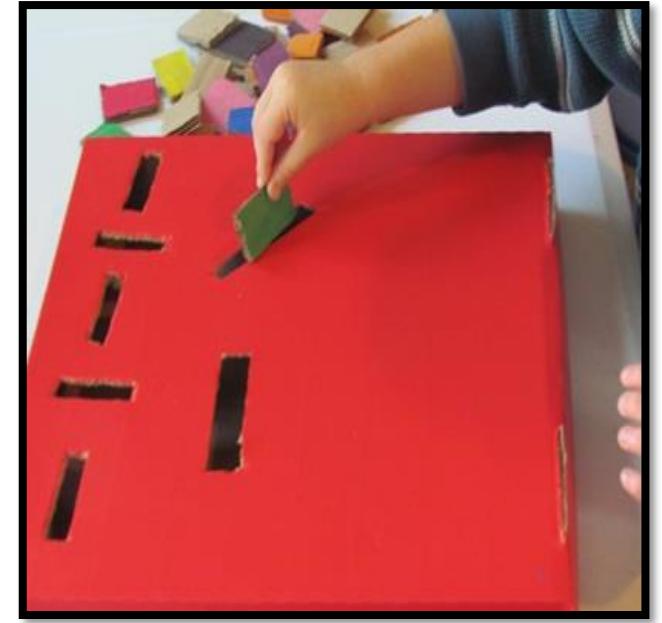
DISCOVERY

THREADING AND SEWING

USING PASTA, BLOCKS, BEADS, CARD HOLES...



WINDING UP TOYS



...and dropping small items in slots



BAKING

As much as it is a messy activity, children love baking and a lot of motor skills are involved.



FASTENING AND JIGSAW PUZZLES





CREATING PATTERNS



When You:

*Cut it for me,
Write it for me,
Open it for me,
Set it up for me,
Draw it for me or
Find it for me,*

All I learn is:

that you do it better than me



Helping our children develop Pre-Writing Skills

DEVELOP VISUAL DISCRIMINATION

VISUAL DISCRIMINATION

Matching pictures to shadows: Draw a line between each picture and its shadow. Direct your child to focus on details such as curves or angles in the outline of each full-color picture.

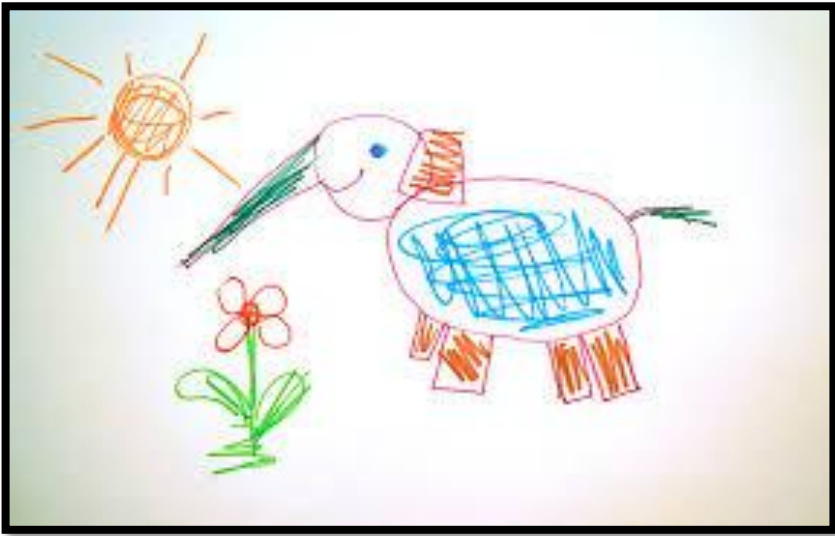


Picture Matching

Draw a line from each picture on the left side of the page, to its matching picture on the right side.



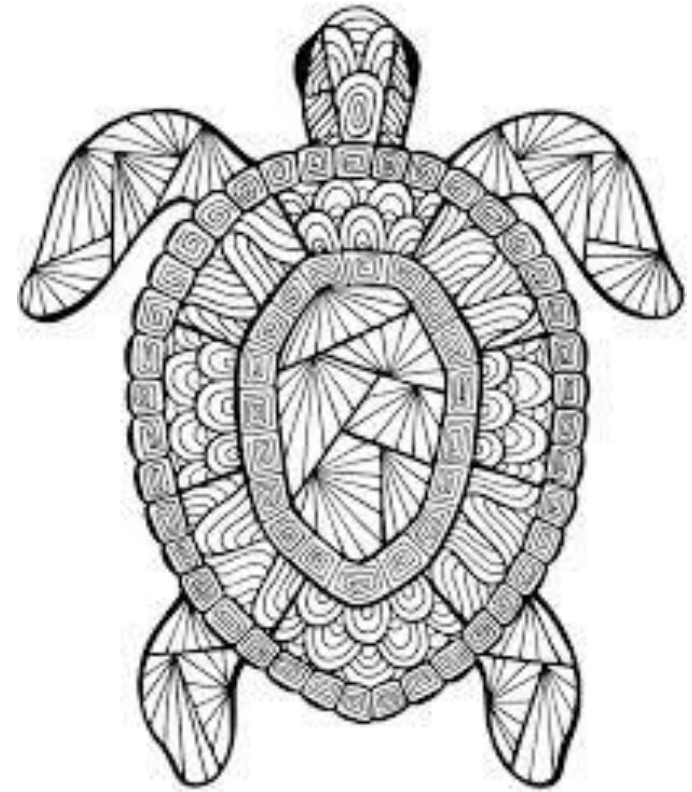
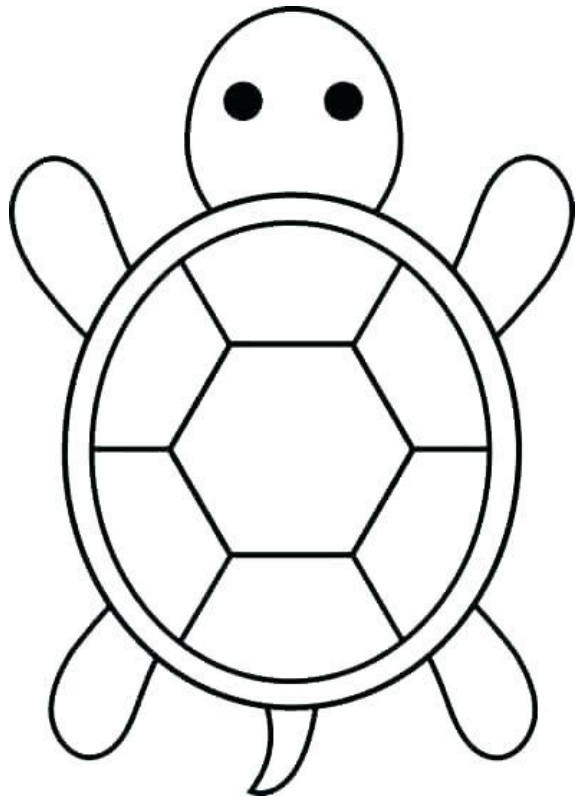
DRAWING AND COLOURING IN



blank paper colouring



colouring large pictures

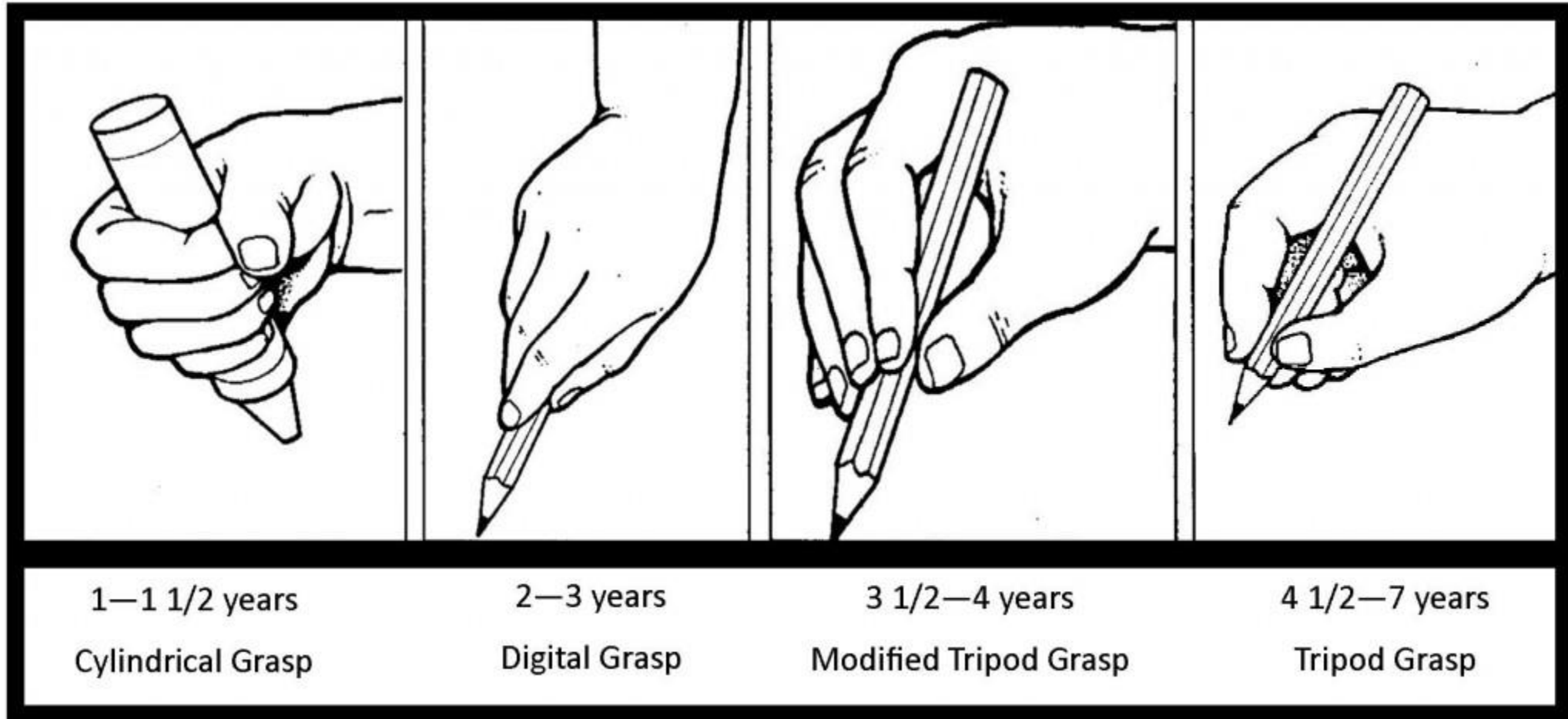


The Pencil Grip



Thick crayons and short pencils





Some children may be ready for handwriting at age 4 and others may not be ready until age 6.



Pencil Grip

Remember...

- Make an OK sign with your fingers.
- Place the pencil between your thumb and pointer finger.
- Tuck your other three fingers in towards your palm.
- Rest your pencil on the end of your middle finger.
- Make sure that the end of your pencil is pointing backwards and is "resting on it pillow."

Left Hand

Right Hand

Example



b d C Z o b t o b
w c c ' o z m

C H P F D P E 3 d P 4
A C r m c o z t d /

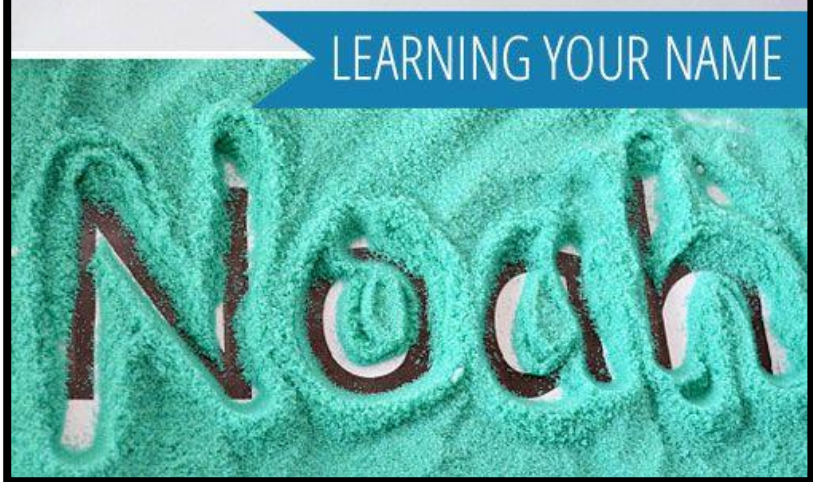
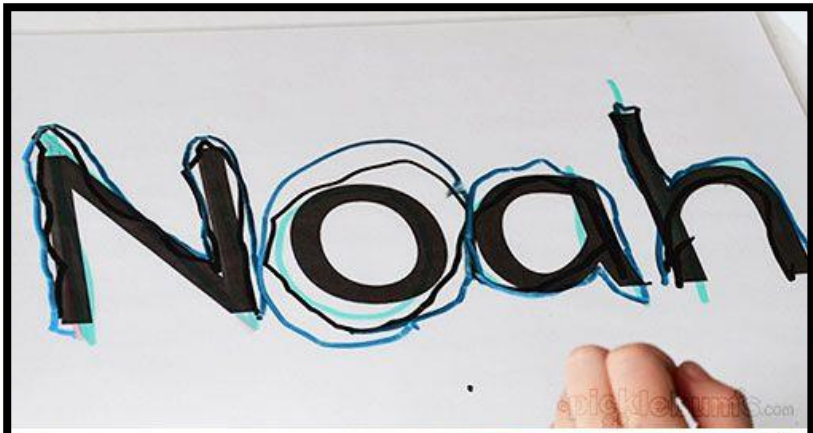
I w l b hope wen skul iz t
I l k + plw wt mi fredz in te
Sumr tatz l t z o v fn

Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.

- Drawing
- Scribbling
- Letter-like forms
- Random letters or letter strings
- Writing through invented spelling
- Conventional spelling

Preparation for letter writing

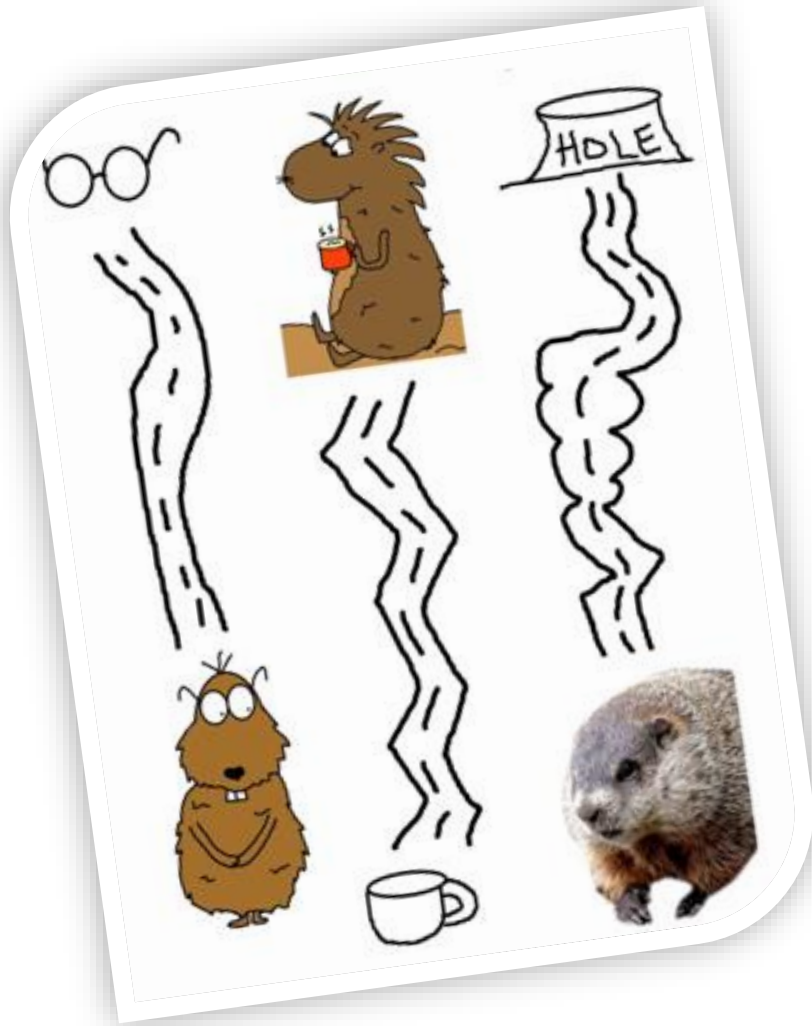




Recognising own name



Mazes and Paths...



Salt and sand writing



abcdefg

hijklmn

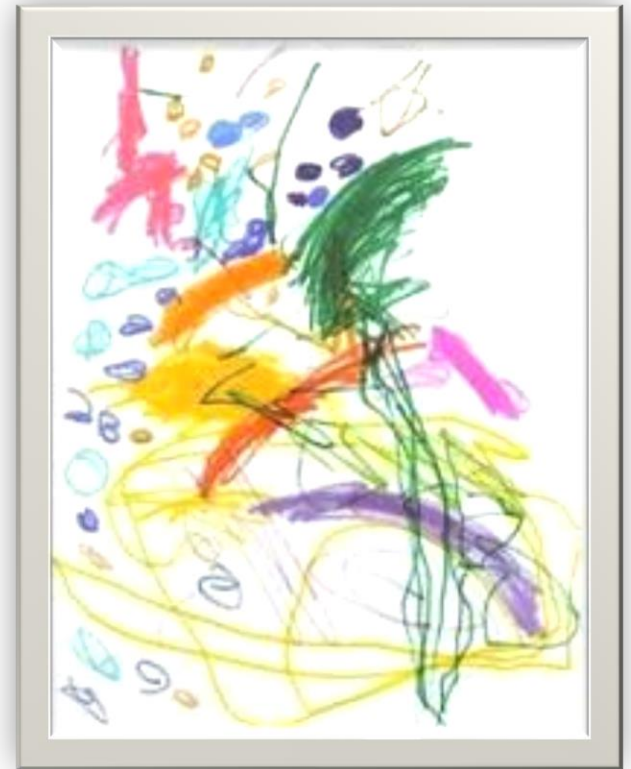
opqrstu

vwxxyz

**Good
Directionality**



As an adult you
may only see a
scribble. As a
child I see a
masterpiece.





THANK YOU