Year 3 - 6
Reading Resources

Engaging resources to support your child with reading at home.

Waterford West State School
Literacy Fact sheet

Supporting your child in Prep to Year 3

Literacy is an essential skill that children need to succeed in their everyday lives. As a parent or carer, and your child's first teacher, you have the opportunity to make a significant contribution to supporting your child's learning — from the time they are an infant through to adulthood.

When your child starts school, it is critical for you to continue to play an active role in helping to develop your child's literacy so they can achieve the best possible outcomes.

Your vital role as a parent or carer

You might not realise it, but you are already contributing to your child's understanding of literacy from an early age. For example, having books in the home and reading these with your child; taking your child on trips to the grocery store; reading the signs and labels on products; and having your child help you prepare meals by reading out the recipe and instructions can familiarise them with reading and writing.

Ensuring that your child feels confident talking to you and their teacher about school work will enhance their opportunity to thrive in the 21st century.

What literacy skills will your child learn at school?

In the first years of school, children learn through hands-on activities. Your child's teacher will identify what they already know and can do, and will extend their knowledge and skills through new and challenging situations.

An important aim of the Preparatory Year is to build on your child's previous experiences with new and different learning opportunities at school. Teachers help children to connect their home language with spoken and written English used in the classroom and other environments.

Children will learn how to speak in different situations, for example, in play, telling a story, or telling what happened on a picnic or on visits to friends or a library. They will learn to understand that printed words have meaning and together words can describe ideas and events and tell a story.

In Prep classrooms, children see a lot of written language and pictures to help them learn about labels, sentences, directions and routines. Materials for writing, painting and drawing are available to encourage children to use their literacy skills.
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In Years 1 to 3, children use language in increasingly complex and unfamiliar situations. They learn to use the language necessary for different purposes such as reading and writing stories, lists, recipes and reports, and understanding charts and diagrams.

Children will speak and write about real-life and imagined events and experiences and learn ways to improve their written work through drafting and editing.

If you have any questions or concerns about your child’s progress please contact your child’s teacher.

Activities to do with your child

Here are some simple yet effective activities you can do with your child to help them apply the literacy skills they learn at school:

- keep blank paper and pencils handy at home for writing activities
- read with and to your child every day
- have your child collect and sort the mail — who are the letters for and who are they from?
- create a collage using junk mail, old magazines or your child’s drawings with a particular focus — this could include pictures of things beginning with an ‘s’ sound or all pictures showing a particular colour
- make a scrapbook — this could be about a holiday or special event, and have your child write captions for the photos and pictures
- make your kitchen a ‘cooking’ zone and a ‘reading’ zone — use fridge magnets to make new words and short sentences, or have your child write the weekly shopping list and read names on packages
- play word games and do crosswords to help develop spelling and vocabulary
- keep a dictionary in an easily accessible place — show your child how it can be used for a variety of purposes and accessed while word processing on a computer
- make the writing of letters, notes, cards or emails a daily family activity — you can write notes to your child and encourage them to write notes back to you.

For more information about how you can help your child with literacy visit www.education.qld.gov.au/parents/map or contact your child’s teacher or school.
Supporting your child in Prep to Year 3

Here are some simple yet effective activities you can do with your child to help them apply the literacy skills they learn at school.

Play word games and do crosswords to help develop spelling and vocabulary.

Make a scrap book — this could be about a holiday or special event and have your child write captions for the photos and pictures.

Have your child collect and sort the mail — who are the letters for and who are they from?

Create a collage using junk mail, old magazines or your child’s drawings with a particular focus — this could include pictures of things beginning with an ‘s’ sound or all pictures showing a particular colour.

Make your kitchen a ‘cooking’ zone and a ‘reading’ zone — use fridge magnets to make new words and short sentences, have your child write the weekly shopping list and read names on packages.
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Make the **writing of letters, notes, cards or emails** a daily family activity – you can write notes to your child and encourage them to write notes back to you.

Keep a **dictionary** in an easily accessible place – show your child how it can be used for a variety of purposes and accessed while word processing on a computer.

**Read** with and to your child everyday. Keep blank paper and pencils handy at home for **writing activities**.

For more information about how you can help your child with literacy visit www.education.qld.gov.au/parents/map or contact your child's teacher or school.
Supporting your child in Years 4 to 9

Literacy is an essential skill that children need to succeed in their everyday lives. As a parent or carer, you will have already made a significant contribution to supporting your child's learning from an early age.

Now that your child has reached the middle phase of their education, they will be supported by their school to move from primary to secondary education.

It is critical for you to continue to play an active role in helping to develop your child's literacy so they can achieve the best possible outcomes.

Your vital role as a parent or carer

You might not realise it, but you are already contributing to the development of your child's literacy skills through regular activities such as discussing the meaning of new words and phrases, the main ideas in books or events in a newspaper story.

Improving your child's understanding and use of these skills will help to increase their enthusiasm to actively participate in the classroom and build on the foundation of literacy they have already gained in earlier years.

Ensuring that your child feels confident talking to you and their teacher about school work will enhance their opportunity to thrive in the 21st century.

What literacy skills will your child learn at school?

During Years 4 to 9, young people begin to investigate the world beyond home and school and are required to become more independent learners.

Students learn to write for particular audiences and purposes such as describing, explaining, instructing, arguing and narrating. They read and comprehend different types of texts and visuals. This involves identifying the purpose, audience, main ideas and order of events in a text, as well as making connections between ideas and information in different paragraphs and drawing conclusions.

If you have any questions or concerns about your child's progress please contact your child's teacher.
Activities to do with your child

Here are some simple yet effective activities you can do with your child to help them apply the literacy skills they learn at school:

- read some of the same books as your child and talk about characters, storylines and themes
- when assembling a newly purchased item, ask your child to assist with the reading of the instructions and interpreting diagrams
- read the newspaper with your child each morning — choose an article to discuss and ask questions such as ‘what is the report telling you?’ and ‘what does this word mean?’
- use language that encourages thinking and reflection such as ‘do you agree with what was written in that newspaper article or story?’ — have your child locate sources within the story or text to support their point of view
- talk about movies you have seen — discuss why a filmmaker may have created a movie in a certain way, the purpose of the film, the intended audience and what points of view or values are conveyed. Talk about language choices and why characters are represented in certain ways.

For more information about how you can help your child with literacy visit www.education.qld.gov.au/parents/map or contact your child’s teacher or school.
10 THINGS YOU CAN DO to help your child learn to read

1. Create a positive reading environment at home. Be a reader yourself and encourage your child to read for pleasure as well as information.

2. Make learning to read part of every day. Show your child the written words and symbols that are all around us.

3. Make reading an activity that you and your child can both enjoy. Let your child participate in the reading.

4. Provide a variety of texts at the level your child can read with you. Stories, comics, poems, plays, cartoons, reference books, magazines and children's recipe books all help your child to read.

5. Re-read books. Let your child become familiar with the words, the story and the fluency of an adult reader.

6. Be confident in your child's abilities and proud of their achievements.

7. Don't expect too much too soon. It takes time for children to learn to read so be guided by the pace they set. If your child becomes distressed or loses interest when reading at home, take a break from reading and try again later.

8. Work with your child's teacher. Complete home readers and sight words with your child and speak to the teacher if you have any concerns.

9. Set aside a special time for reading with your child. Aim for 15 to 25 minutes with no interruptions each day.

10. Talk to your child. Engage them in your conversations so they learn new words and ways to express themselves.
READING STRATEGIES

Ways to Take Action!

**Eagle Eye**
Look at the picture.
Use the beginning letter.

**Lips the Fish**
Get your mouth ready.
Say the first sound.

**Stretchy Snake**
Sloooowly stretch each letter sound together.

**Chunky Monkey**
Break the word into chunks you know.
mat @ fl at @ spl at ter

**Tryin’ Lion**
Try to re-read the sentence. Think about what would make sense.

**Skippy Frog**
Skip the tricky word.
Read to the end
Go back & try it again.

**Flippy Dolphin**
Flip the vowel sound.
Try long & short sounds.
I

P

?  

Purpose - Why do I want to read it?

I

C

P

ICK

Interest - Does it interest me?

Comprehend - Am I understanding what I am reading?

Know - I know most of the words

I choose a book
Reading Strategies
Bookmark

Predict
Make a smart guess about what's going to happen next

Clarify
Look closer when something is confusing

Visualize
Imagine a picture in your mind

Ask Questions
Ask questions to learn more

Make Connections
Connect what you're reading to something else

Summarize
Retell what happened in the story so far
Before

What clues does the title give you?

Who do you think the characters are?

Have you read any other stories by this author?

Are you interested in reading this story?

Before

What do you already know about this topic?

Do you see a word you know?

What genre is this book?

Using the cover picture what do you think will happen?
During

How do you feel about ____?

Can you summarise the main ideas so far?

Which character do you like the best so far?

What do you think is happening here?

During

What do you think will happen next?

Why do you think ____ happened?

What would you do if you were the character?

Has the setting changed? Why has it changed?
Describe in your own words the _____?

What word best describes the main character?

What did the main character look like?

Where does the story take place?

What is the main idea?

What could be another good title?

What is the main problem?

How was the problem solved?
Guided reading question cards

Who was your favourite character and why?

Where was the story set?

Can you write a blurb for the book?

Can you think of a different ending to the story?

Can you write a review of this story?

How did the story make you feel at the end?

What was your favourite part of the story?

Who was your least favourite character?
Describe what is happening in the first picture of the book.

What would the main character do if he or she visited our classroom?

List five new words you learned in the book.

What was the problem in the book and how was it solved?

List three new words you learned in the book.

List two new words you learned in the book.
Inference jigsaw

Text

Your name/s

Date

In the book it says...

From what I already know I think it means...

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<table>
<thead>
<tr>
<th>I think . . . (your inference)</th>
<th>because . . . (evidence from the text)</th>
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<tr>
<td>In the text it says . . .</td>
<td>My connection . . .</td>
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</table>
# Word investigation chart

<table>
<thead>
<tr>
<th>word</th>
<th>I have never seen this word before</th>
<th>I have seen this word before</th>
<th>I think it means ... because ...</th>
<th>Expert definition</th>
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<tbody>
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</table>
# Anticipation guide

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree/disagree</th>
<th>Were you right?</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

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Adapted from Readence (1986)
Senses chart

Your name/s .................................................. Date ..................................................

looks like . . .

tastes like . . .
sounds like . . .

feels like . . .

smells like . . .
# My reading strategy log

<table>
<thead>
<tr>
<th>Page/Paragraph</th>
<th>Problem I had</th>
<th>Strategy/ies I used</th>
<th>How it helped</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Prediction flowchart for...

To help you make your first prediction, look at some or all of the following:
- title
- front and back covers
- blurb
- pictures or diagrams
- table of contents

Think about the:
- topic
- author
- text form (for example narrative, newspaper report, recount)

My first prediction...

<table>
<thead>
<tr>
<th>Revised or new prediction...</th>
<th>Was your prediction confirmed? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Revised or new prediction...</th>
<th>Was your prediction confirmed? Why or why not?</th>
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</thead>
<tbody>
<tr>
<td>Read</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Revised or new prediction...</th>
<th>What will happen now the story is finished?</th>
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<tbody>
<tr>
<td>Read</td>
<td></td>
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</tbody>
</table>
Story pyramid key

1. The name of the main character
2. Two words describing the main character
3. Three words describing the setting
4. Four words describing the problem in the story
5. Five words describing an event at the beginning of the story
6. Six words describing an event that happened next
7. Seven words describing another event that happened after that.
8. Eight words describing the solution to the problem
Edward de Bono's 6 Thinking Hats

**BLUE HAT - Process**
The Big Picture/Thinking about Thinking
What thinking is needed?
Where are we now?
What do we need to do next?

**RED HAT - Feelings**
Intuition, hunches, instinct.
How do I feel about this?
What do I like about these feelings? [do not like?]

**WHITE HAT - Facts**
What do I know?
What do I need to find out?
How will I get the information I need?

**GREEN HAT - Creativity**
What new ideas are possible?
What is my suggestion?
How can this be changed or improved?

**BLACK HAT - Caution**
The Negatives
What problems could arise?
What are the disadvantages?

www.smarttinker.com
What does it mean? What is it really saying?

I say / I think...

Evidence from text *

What do I already know about this?
Have I experienced something like this before?

* Text = words, images, diagrams and graphics
SUMMARISING CARDS

After reading the text, choose an activity from the following cards.

Write a summary of your reading today, using 30 words or less.

Outline, in point form, the important events from your reading today.

What are the 5 Ws (who, what, when, where, why) from your reading today.

Write a short summary explaining what would happen if your book had an imaginary sequel.
<table>
<thead>
<tr>
<th>Predict and check chart</th>
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</thead>
<tbody>
<tr>
<td><strong>Expert definition</strong></td>
</tr>
<tr>
<td><strong>Your name:</strong></td>
</tr>
<tr>
<td><strong>Your definition:</strong></td>
</tr>
<tr>
<td><strong>Page</strong></td>
</tr>
<tr>
<td><strong>Word</strong></td>
</tr>
<tr>
<td><strong>Title and author</strong></td>
</tr>
</tbody>
</table>
Name: ________________________________

**Directions:** Use key words and pictures to summarize the story or article.

**Title:** ________________________________

**Who?**

**What?**

**When?**

**Why?**

**Where?**
The main idea of this passage is ____________________________

__________________________________________________________

__________________________________________________________

My favorite part was when ________________________________

__________________________________________________________

I like this part because _________________________________

__________________________________________________________

Think about the title, pictures, and what you've read so far.
Predict 3 things you think will happen in the rest of the story:
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

Is this book fiction or non-fiction?

Fiction Nonfiction

How do you know? _________________________________________