



Supporting your child as a language learner



Supporting your child as a language learner

- Bilingualism and the importance of supporting your child's mother tongue
- Speaking and listening
- Reading and writing
- Spelling

Bilingualism

By sending your child to this school,
you have decided to give him /
her a bi(multi)lingual education.

Additive bilingualism

A second language adds to, rather than replaces, the first language.

Advantages:

communication, cultural, cognitive,
career

Subtractive bilingualism

A second language is learned at the expense of the first language.

Disadvantages:

Intellectual growth can be hindered when there is no strong grasp of the mother tongue.

Mother tongue support

“One parent is worth a thousand teachers.”

You are your child's first and most important teacher.

Mother tongue support

ISA provides some mother tongue support at school, but this is not enough.

It is essential that you support your child's mother tongue development at home.

Teaching language at ISA

Learning language is developmental, and children move through different phases.

Teaching language at ISA

As our guideline for teaching language at ISA we use “First Steps“, a literacy programme developed by Education Department of Western Australia. It gives a very comprehensive description of the different phases in language learning.

Parents as Partners: Helping Your Child's Literacy and Language Development;
Rigby Heinemann, ISBN 0 73 12 2363 2

Teaching language at ISA

Each child is different so will develop at his / her own pace.

As parents and teachers we need to know how to give the right sort of support at the right time.

Supporting your child in speaking and listening

Surround your child with language.

Talk and listen to your child.

Set aside some time each day to discuss things that have happened.

Supporting your child in speaking and listening

Encourage him / her to ask questions and express ideas.

Read school newsletters together.

Play language games, e.g. "I spy".

Supporting your child in speaking and listening



Read to your child,
and talk about the book:

“The single most important activity for building the knowledge required for eventual success, is reading aloud to children.”

(US Dept of Education research findings)

Reading



Phase 1: Role Play Reading

Phase 2: Experimental Reading

Phase 3: Early Reading

Phase 4: Transitional Reading

Phase 5: Independent Reading

Phase 6: Advanced Reading

Phase 1: Role Play Reading



The child:

- shows an interest in books and print
- copies adult's behaviour, e.g. holding the book and turning pages
- retells stories in his / her own words

How to give the right support in Phase 1 Reading:

Be a good role model: let your child see
you read.

Read to your child as often as possible,
and talk about the book.

Draw attention to the pictures in books.

How to give the right support in Phase 1 Reading:

Select repetitive books, and encourage your child to join in when you read.

Play good quality story and song CDs in the car on long journeys.

Point out print in the environments: shop names, traffic signs, etc.

Phase 2: Experimental Reading

The child:

- has memorised familiar stories, and can match some spoken and written words
- begins pointing to some words and “reading” them
- has an increasing knowledge of letters and the sounds they make
- uses pictures to help get the meaning
- knows that we read from left to right, and top to bottom

How to give the right support in Phase 2 Reading:



Read to your child as often as possible, talk about the book, and ask some “why” questions.

Draw attention to the pictures in the books, and ask your child to tell stories from these pictures.

Point to the words as you read.

How to give the right support in Phase 2 Reading:

Encourage your child to join in when you read familiar stories.

Read labels on packages.

Join the local library.

Point out interesting or long words in books.

Recognise letters on car number plates.

Phase 3: Early Reading

The child:

- reads slowly and deliberately
- concentrates more on the words themselves, than on the meaning
- can read some commonly used words
- relies on sounding out words to read them, and doesn't take so many risks at guessing the word
- points to words as an aid to reading
- can correct him / herself

How to give the right support in Phase 3 Reading:

Continue to read to your child every day.

Read a variety of books: short stories, chapter books, poems.

Talk about the book together: the illustrations, characters and the plot.

Play word games, e.g. "Hangman"

How to give the right support in Phase 3 Reading:

Browse together in bookshops.

Write your child short messages, and encourage him / her to write some back.

Emphasise the importance of making sense when your child reads.

Phase 4: Transitional Reading

The child:

- is becoming more fluent, and already has preferences for certain types of books

Phase 4: Transitional Reading

The child:

- has developed many strategies to help read for meaning:
 - uses his / her background knowledge
 - reads on to discover the meaning
 - re-reads for clarification
 - uses illustrations and glossary
 - pays attention to punctuation

How to give the right support in Phase 4 Reading:

Ensure that your child knows that you enjoy and value reading.

Continue to read to your child if he / she enjoys it.

Encourage him / her to go to the library.

Discuss favourite authors together, and why you like them.

How to give the right support in Phase 4 Reading:



Encourage him / her to read to younger children.

Encourage him / her to read and write letters and postcards. Provide attractive paper and unusual pens.

Encourage him / her to find an interesting article in the newspaper and tell you about it.

Phase 5: Independent Reading

The child:

- automatically uses a wide range of techniques when reading: self-correcting, re-reading, reading on, slowing down
- understands and uses a wide range of techniques to comprehend different types of texts
- is totally absorbed when reading

Phase 5: Independent Reading

The child:

- feels strongly about his / her reading preferences, and can justify these opinions
- sees books as a major source of information
- is able to appreciate different points of view and alternative interpretations of a text
- can compare texts critically

How to give the right support in Phase 5 Reading:

Recognise and be proud of your child's successes in reading.

Ensure he / she is exposed to a wide variety of reading material: novels, newspapers, magazines, letters, recipes, puzzle books.

Make sure he / she has a quiet, well-lit study area.

How to give the right support in Phase 5 Reading:

Encourage him / her to read for different purposes, e.g. story books to a younger child, game instructions, or an instruction manual.

Encourage him / her to talk about the books he / she has enjoyed or disliked.

Encourage thoughtful criticism and comment.

Writing



Phase 1: Role Play Writing

Phase 2: Experimental Writing

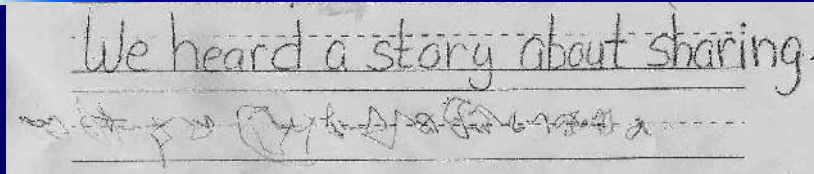
Phase 3: Early Writing

Phase 4: Conventional Writing

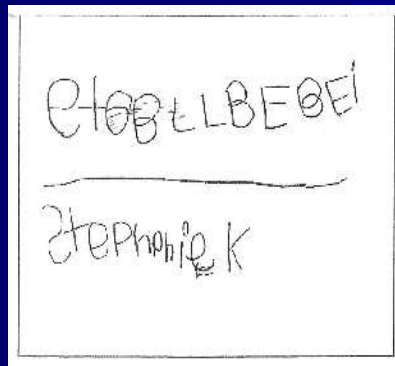
Phase 5: Proficient Writing

Phase 6: Advanced Writing

Phase 1: Role Play Writing



The child:



- experiments with marks on paper
- copies adult writing behaviour and often tries to communicate a message through their scribbles, e.g. a letter to a friend, or a shopping list
- writes in a mixture of letters, numbers and invented letters, and the letters are often capital, and sometimes reverse
- understands that writing and drawing are different, but sometimes mixes them up

How to give the right support in Phase 1 Writing:



Value your child's first attempts at writing.

Be a good role model as a reader and writer.

Support your child as a reader, as reading teaches the child many things about writing.

Talk about print in the environment, e.g. stop signs and advertisements.

How to give the right support in Phase 1 Writing:

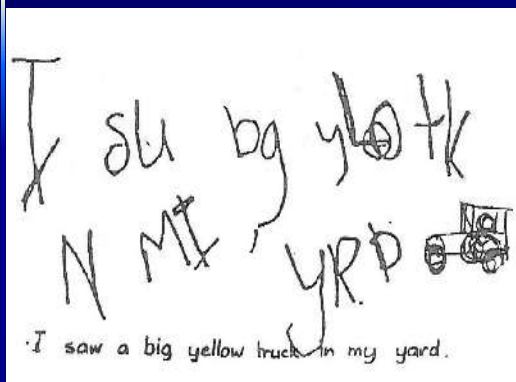


Show your child how you use writing. Write lists, telephone messages and greeting cards in front of him / her, and talk about what you're doing.

Provide a special place for your child to write, with a range of different pens, paper, envelopes, etc.

Allow him / her to use the computer word processor for writing.

Phase 2: Experimental Writing



The child:

- knows that speech can be written down and that print remains constant
- understands that writing goes from left to right
- experiments writing letters and words
- mixes up capitals and small letters
- tries to read back his / her writing
- can tell the difference between letters and numbers
- starts to leave spaces between "words"
- starts to notice full stops and commas

How to give the right support in Phase 2 Writing:



Continue to support your child as a reader.

Write messages to your child, and encourage him/ her to write back.

Provide a special place for your child to write, with a range of different materials, including lined paper, different pens and markers, notebooks, etc.

How to give the right support in Phase 2 Writing:



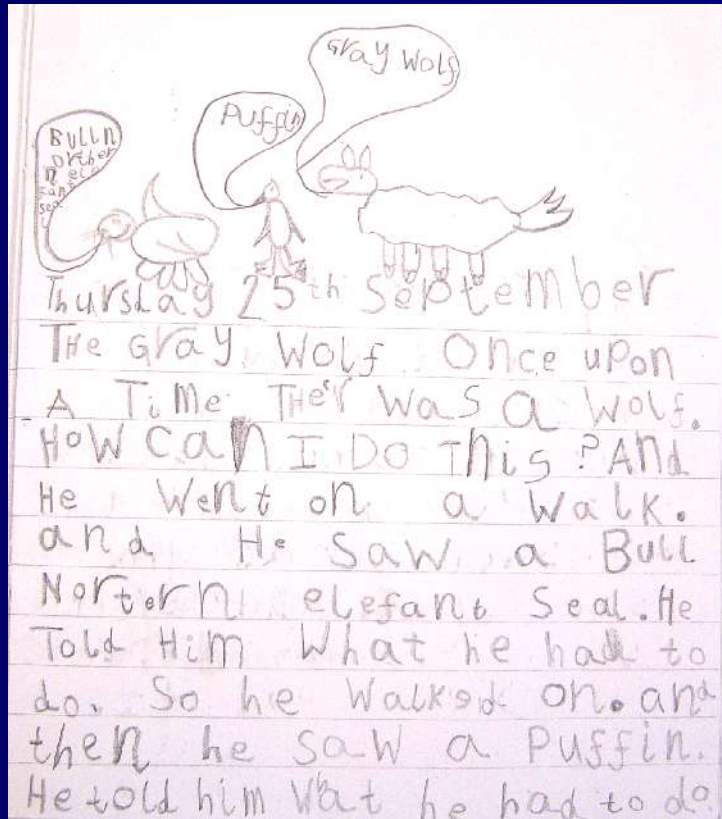
Support your child's efforts at spelling and praise his / her attempts at having a go.

Don't criticise him / her for not spelling a word correctly.

Talk about the purposes for which you write: shopping lists, recipes, greeting cards, messages to friends.

Encourage your child to make his / her own books.

Phase 3: Early Writing



The child:

- writes about things that are personally significant, e.g. their pet or their holiday
- writes in sentences
- makes some attempts at punctuation: full stops, capital letters, question marks
- uses words like "and then" a lot
- begins to write for people other than his / her teacher or parents
- knows what he / she wants to write and struggles to put it on paper
- provides some detail and description in his / her writing
- starts to use language he / she has heard from books and films, e.g. "Once upon a time..."

How to give the right support in Phase 3 Writing:



Support your child as a reader.

Praise your child's efforts and respond to the meaning, rather than the spelling and grammar.

Display your child's writing and show that you enjoy and value it.

Have fun writing each other messages.

Start a family diary to record special days and significant events. Include photos and mementos.

How to give the right support in Phase 3 Writing:

Encourage your child to write on the computer.

Look for opportunities for purposeful writing activities: a play invitation to a friend, a thank you letter to a grandparent, a postcard on holiday.

Play word games such as “Scrabble“, “Find the Word“ puzzles, etc.

Provide your child with a simple, attractive dictionary.

Give presents to encourage reading and writing.

Phase 4: Conventional Writing

The First Boomerang

One day, many years ago, there lived an aboriginal carpenter named Hesaw. He was well respected by his tribe and was noted for his creative sculptures. For many years he had carved creatures from the local jarrah trees.

As he sat in the warm ^{spring} sun a sleepy snake slithered by. Hesaw decided to carve a snake. Slowly he got up to find the right piece of wood. When he was satisfied with his selection he began to whittle away with his best blade. The wood was hard and the carving slow. Hesaw began to get drowsy. His head nodded and he fell asleep.

The writer:

- knows most of the basic elements of the writing process
- uses different forms of writing to suit different purposes, e.g. an explanation in social studies or an experiment in science
- plans before starting to write
- starts to use headings and sub-headings to organise his / her writing
- proof reads and edits work
- selects vocabulary appropriate to subject area
- enjoys having fun with language, e.g. puns

How to give the right support in Phase 4 Writing:

Support your child as a reader.

Praise your child's writing efforts.

Ensure he / she has access to a good dictionary.

Help your child write letter requesting information or materials for a school project.

Encourage your child to read a newspaper and discuss interesting articles, and even to write to the newspaper about topics he / she feels strongly about.

Phase 5 and 6: Proficient and Advanced Writing

Lower school children are not expected to be working in these phases.

Spelling

Phase 1: Preliminary Spelling

Phase 2: Semi-phonetic Spelling

Phase 3: Phonetic Spelling

Phase 4: Transitional Spelling

Phase 5: Independent Spelling

Spelling

Spelling is developmental.

It is very important that children are encouraged to have a go at spelling words they don't know when writing.

They need to develop strategies to become good spellers.

Praise your child for having a go, rather than drawing attention to errors.

Phase 1: Preliminary Spelling

The child's writing is not readable
by others.

He / she has not yet made the link
between sounds and words.

Phase 2: Semi-phonetic Spelling

The child:

- starts to make the link between the sounds of spoken words and the letters of written words
- relies on sounds which are most obvious to him / her, which are usually the first and the last, e.g. **bg** for *big* or **elft** for *elephant*.
- may write “words“ with one, two or three letters for sounds, filled in with random letters, e.g. **greim** for *grass*

Phase 3: Phonetic Spelling

The child:

- can often provide an almost perfect match between letters and sounds
- uses spelling which is not conventional, but based on sound, e.g. **sed** for *said* or **bicos** for *because*
- represents each syllable with some letters, e.g. **catapila** for *caterpillar*

Phase 4: Transitional Spelling

The child:

- realises that sounding out does not always work, so starts taking more notice of how words look, and the common spelling patterns
- has an increasing number of words he / she can spell correctly
- might use all the right letters, but puts them in the wrong order, e.g. **thier** for *their*
- is beginning to use double letters correctly, e.g. *stopped*
- is willing to have a go at specialised words, e.g. **experament** for *experiment*

Phase 5: Independent Spelling

The child:

- has become aware of the many patterns and rules in spelling
- spells a wide range of words correctly
- is able to recognise when a word does not look correct
- successfully proof reads own writing
- uses spelling references, e.g. dictionary or thesaurus

**Thank you
for your attention**

