

**WELCOME EVERYONE** to the second Literacy Links for the year!

## Literacy Information for I.T.O.D.s

Welcome to the second edition of Literacy Links for 2003. Hopefully you have all had a good first half of the year, and had a relaxing school holiday break before the winter term.

Ideas of topics to cover and ideas to include in Literacy Links are always welcome, so if you have anything you would like to share with us all via this newsletter, please feel free to e-mail Olwyn at VADEC. We look forward to hearing from you.

The address is:

<mailto:osparks@vanasch.school.nz>



Hang in there! Term Three is starting!

### Article:

The recommended article this term comes from a slightly different source than usual – ‘Consumer’ magazine, in fact. They have been running a series of articles aimed at parents of school-age children to give them some insight into aspects of New Zealand schools and education.

This one is on spelling, how schools approach the teaching of it, what parents can expect at different ages and stages, and how they can support their children’s progress.

### “How Kids Learn to Spell”

“Can’t understand why spelling mistakes go uncorrected in your kids’ schoolwork?”

Here’s how schools teach spelling and how parents can help.”

While surveys have shown that there is a core list of 290 words that comprise around 75% of the vocabulary used in primary school children’s writing, the other 25% of words come “from a much wider range of possibilities and vary hugely among children depending on their interests and abilities.”

In fact, a 1997 NZCER survey of 1200 students’ writing showed that 9000 words were used that were outside of the core list, and that over half of them were used only once by one child. Cedric Croft (Chief Research officer at NZCER) says, “This indicates that list learning is ineffective – except for the 300 essential words.”

The article goes on to talk about:

- **Five main stages of spelling development.**
- **Teaching Tools**
  1. Drafts and proofreading
  2. Copy / Study / Learn / Test
  3. Modelling
  4. Word Study
- **Some key spelling concepts, and stage at which they are often taught.**
- **Constituents of a good spelling programme.**

Article is in ‘Consumer’ 424, April 2003. <http://www.consumer.org.nz/Default.asp?bhcp=1>

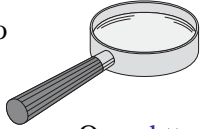
Click on “Homework Help Line” then Search “Encyclopaedia worldwebia”. Other articles in the series cover such topics as: The Curriculum, PAT Tests, Progress at School, School Rules, Kiwiana, Current Events, Science Sites, Search Tips, Students’ Tests, Maths Sites, General Knowledge Sites, Searching the Net, and Consumer’s Advice. Unfortunately this site comes at a cost of \$65.50 per year or limited access \$15.00 for 7 days.

## Around the Web: Websites that might be useful

Many thanks to Catherine Peters in Wellington for sending me an e-mail with two very useful sites.

- To make individual readers, charts, posters, games ....
- To illustrate stories, research projects, slide shows, poems ....
- Whenever you need to enhance work and inspire students ....

go to



**Google Image Search**

- Open <http://www.google.co.nz/>
- Click on **Images**
- Type the subject into **Google search**
- Take your pick!

You'll find everything from an



to a



## NZCER Assessment Resource Banks: English, Maths, Science

The other site Catherine recommended is well worth a look, as the resources can be used as is, or can be adapted according to student needs. Assessment scoring guides are available as well.

Go to: <http://arb.nzcer.org.nz/>

To access the resources from the site you will need:

username: arb

password: guide

Here's a couple of examples to whet your appetite .....!

### Visual Language: VL4120

The faces below have been drawn to show different feelings. Draw a line from each face to the word that best describes the feeling the face shows. There will be one word left over.

a)



shocked

b)



sneaky

c)



happy



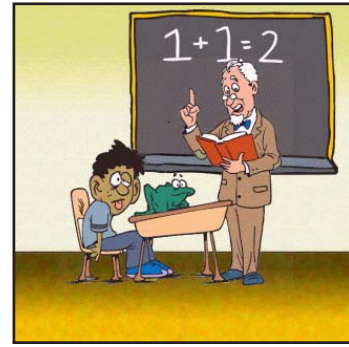
angry

sad

## Written Language: WL3250

Write about the worst day you have ever had at school.

Describe what happened to make it such a terrible day and what about it that makes you feel bad every time you think about it.



You may use the box below to make a plan before you begin writing.

Planning box

## Oral Language: OL1530

### Teacher information

- Assessment scoring guide B is suitable for this task.
- Many opportunities occur naturally within the school programme for assessment of this type of speech, e.g., school assembly/hui, 'Caught Being Good' awards, sports certificates, achievement awards, etc.

### Presentation speech

At some schools students are given prizes, certificates, and trophies for things they have done well. Pretend that you have the job of presenting a certificate to one of the junior students in your school for doing something well. Prepare a presentation speech for this student.

Your speech should:

- make it clear who is getting the award;
- make it clear what is being awarded, e.g., a certificate;
- make one or two points about why this student is receiving the award;
- and
- make a closing comment.



## Some Helpful Guidelines for Teachers of English



..... as sent by a helpful 'friend'!

1. Avoid cliches like the plague. They are old hat!
2. One word sentences? Eliminate!
3. Be more or less very specific with your words.
4. Exaggeration is a billion times worse than under-statement.
5. Eliminate quotations. As Ralph Waldo Emerson once said "I hate quotations."
6. Plenty of understatement makes for absolutely superb writing.
7. Go round the barn at high noon to avoid colloquialisms.
8. Do we really need rhetorical questions?
9. Avoid ampersands & abbreviations, etc.
10. Parentheses (however relevant) are unnecessary.
11. Prepositions are not words to end a sentence with.
12. Always avoid allowing alliteration!



## Inferential Reading

Don't forget – signs, cartoons, jokes and snippets from the newspaper are excellent for teaching and practising inferential reading skills.

Great for cultivating general knowledge and a sense of humour too!

# Welcome back to Term 3