



Beacon Media

Supporting worldwide education

Teaching Literacy
in a Beacon Media School

Handwriting

Watch for:

- Correct grip of pencil
- Tall letters formed top to bottom
- Round letters like 'o' and 'a' start at 1 o'clock & pencil moves clockwise
- Spaces between words
- Writing on the line
- Not too small or large
- Not rushed



Handwriting

Correct pencil grip



Wrong pencil grip slows you down when writing exams.

Handwriting all levels

- There is a handwriting program for Yrs 1 – 6 under ‘Literacy Resources’ on your data base. Please use it.
- Yrs 1-2: Printing
- Yr 3: unjoined Victorian cursive
- Yrs 4-6: joined Victorian cursive
- There is no handwriting program for Yrs 7-8. If they are still not using neat cursive writing in their exercise books, set them a Scripture verse each week to handwrite, (based on your theme).

Handwriting Yrs 1 & 2

- Give the children a printing exercise each day.
- Your board should show one writing pattern (see data base) followed by a line of one letter.
- BEFORE the children write, ask them to copy you in writing the letter in the air. (You will have to draw a mirror image of the letter in the air because you are facing them.)



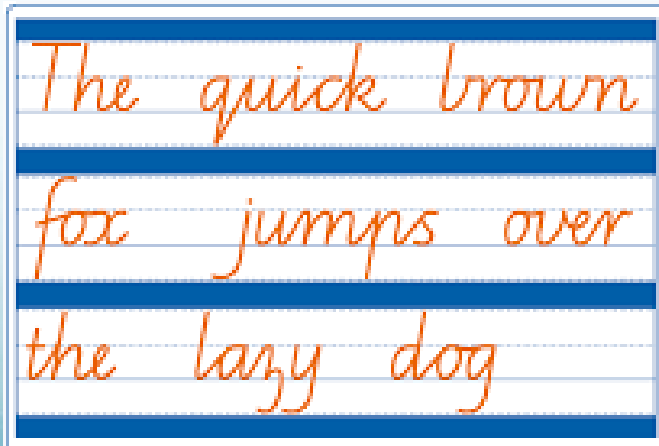
Handwriting Yr 3

- No need for writing patterns now.
- Teach Victorian cursive unjoined.
- Note than many letters have exits (flicks)
- They should start to use the same writing style in their exercise books in other subjects.



Handwriting Yrs 4-6

- Teach Victorian cursive **joined**.
- They should use the same writing style in their exercise books in all subjects. Why?
- Making a habit of using cursive instead of printing prepares them for higher level exams where they will need to write both neatly and FAST.



Reading

- This THE most important educational skill to master.
- Allow plenty of time for student reading, and less time for teachers giving lectures up front.
- Aspects of reading – shared reading, guided reading, one-on-one reading, quiet times of reading for leisure.

Types of reading resources

- Beacon Media black & white printed resources
- Picture story books
- Levelled books with coloured pictures
- Chapter books

Note that our school library should have separate book cases for the different types.

Running Records

- All teachers must be competent in administering Running Records tests, to know the reading levels of their students. (For a new student, start with the Quick Test.)
- Testing should take place throughout the year, when a student has mastered a level.
- Class lists will be given to you at the end of each term to enter your students' Running Records levels. This must be based on a test, not a guess.
- The Term 4 list **MUST** be passed on to the new teacher of the subsequent year level.

Classroom Reading lessons

- The morning is the best time for this.
- Students should work in groups of 4 to 8). The groups are made up of students at approximately the same reading level.
- Each group will work on the same Beacon Media printed resource. (This includes BM stories and comprehension exercises.)

Note: From Year 6 and up reading groups may longer be necessary because all students may have reached Level 25.

Steps in guided reading for reading groups

1. Teacher introduces the story.
2. Teacher reads story while children follow.
3. The teacher draws attention to any difficult words.
4. The students read. (They can read quietly at their own pace while the teacher moves around the circle and listens to each one.)
5. The teacher asks some comprehension questions.



Teacher preparation

- Before introducing a new story, look through the text and take a note of some specific words the student may not know, and will need to know.
- Write these up on a large sheet of paper, preferably on a stand, (easel) so you can refer back to it.
- Remember that you will have several groups, so you will need to have one sheet for each group.
- You can give student daily practice of the word list for a particular story.

Before reading

When introducing a new story that has pictures:

- Read the title and look at the pictures.
- Ask the children to *predict* what the story might be about.
- Look at the pictures. Who might the characters be?

Before reading

- Discuss the title.
- Get the children interested in the subject of the story.
- Do they already know anything about the subject of the story?
- E.g. If the book is about a sea creature, ask, “Has anyone seen one of these creatures?”

Teacher begins reading

- For early readers, the teacher reads the whole story first, while students following along.
- Ask the students to ‘read with their eyes’ while the teacher reads.

Guided reading Levels 15 and up

- The stories at higher levels may be too long to read in one session, read a few pages each session.



After reading- comprehension all levels

Ask comprehension questions...

- What happened in the story?
- How did the story end?
- Who were the characters?
- Use the Thinking Hats to talk about the story.
- Clarify any vocabulary that may be difficult.

Thinking hats for asking questions about the story



Thinking Hats

- **Red (Emotions)** - How did you feel when...? or How do you think one of the characters felt when...
- **Blue (Thinking)** - What did you learn from...?
- **Green (Creativity)** - What else could have been done? What would you have done? Can you think of a different ending?
- **White (Information)** - What was ...? Who was...? How many? Where?
- **Yellow** (Good points)
- **Black** (Bad points)

Ask a question in relation to a story the child has been reading with you.

Comprehension - Higher reading levels

- Many stories at higher levels have questions provided for students to answer in their exercise books.
- If you find a story without questions, either use the Thinking Hats OR create your own questions.

The independent workers

While you are with your reading group ...

- How long can the class work independently on their own without needing you????
- Train the class to find something quiet to do if they have finished their task. They must not interrupt you when you are with your reading group, unless it is an emergency, e.g. they need to go to the toilet or feel sick.

The independent workers

Examples of independent activities:

Years 1 & 2: illustrating a story, cut & paste activity

Years 3 and up

- Book reports
- Story writing
- Spelling/vocab exercises
- Comprehension activities

Levels 20 and up

- Students at this level could conduct their own reading group session, with an appointed student leader.
- This is called 'reciprocal reading'.
- Please take a look at the PowerPoint on 'Reciprocal Reading'.

Shared reading

- Shared reading can also be called “chanting”
- When the whole class or group reads together

Years 1-2:

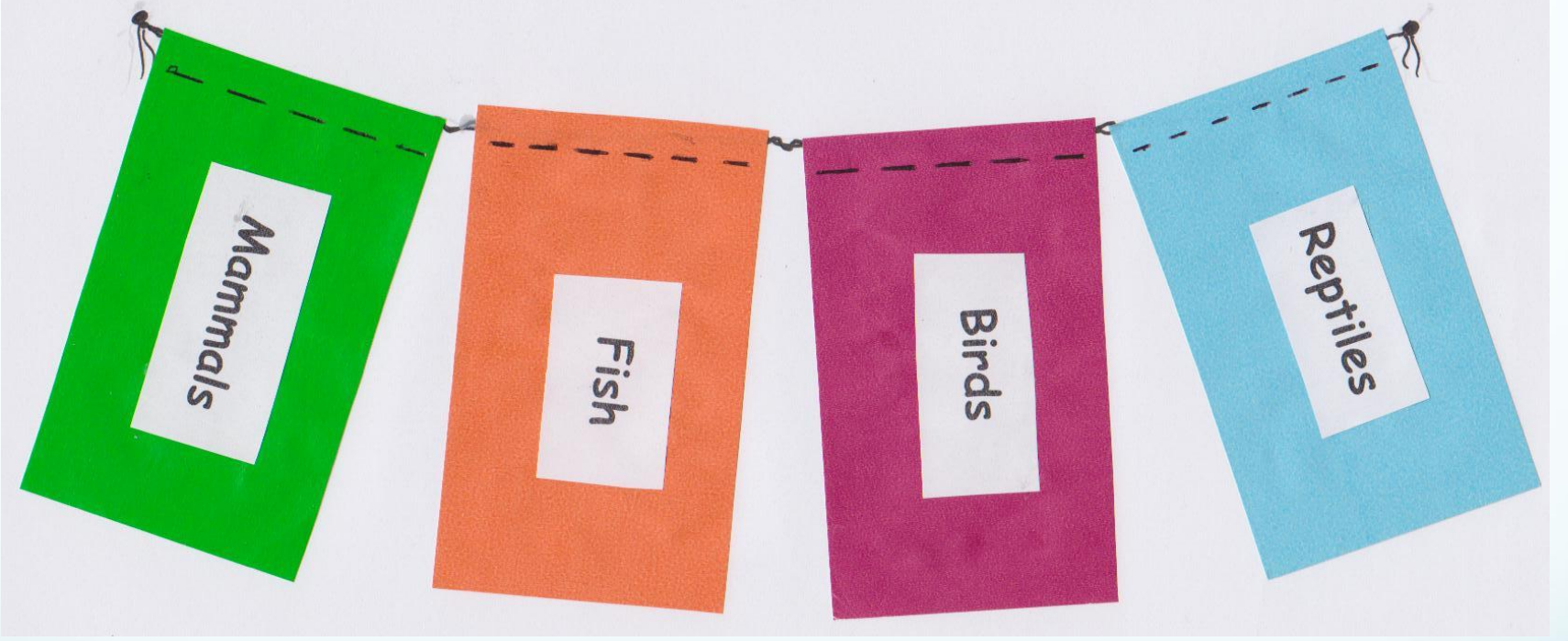
- whole class or whole group can read from a “**big book**”

Years 3 and above:

- whole class or group can read a poem or sing a song following written words

Reading a “Big Book” (Shared reading: Years 1-2)

- It can be a book that you have made with large print. The children have provided the illustrations.
- First the teacher models reading.
- Then someone points to the words while the group reads.
- It is a good idea to build up a collection of “big books” and hang them on a string along a wall.
- The children can select their favourites.



Mammals

Fish

Birds

Reptiles

When to use shared reading

- Read a Big Book every day (lower classes)
- Can be as an introduction to a literacy lesson
- Can be used as a break between subjects

The Library

Organize your library into the following categories:

- Levelled books (up to level 25 – a level number on each book)
- Chapter books (Levels 25 and up)
- Picture story books
- Non-fiction books

Have different book cases for the different categories. Books must be put back on the shelf they were borrowed from.

Levelled books

- These are books with numbers on them indicating the reading level. They can be kept in the library or in the classroom. These are suitable for take-home reading, quiet reading time after lunch, or one-on-one reading with the teacher.
- Note that these books are supplementary to the black and white Beacon Media reading resources. It is good for children to experience real books as well as the printed resources.

Storage system for leveled books



Every book has a number indicating the reading level. Baskets are labelled with broad-banded numbers.
e.g. Levels 10-12

Levelled reading books

- **One-on-one reading** – (during class time with the teacher, a classroom assistant or even a helping parent.)
- **Quiet reading time after lunch** - This can be a time when the whole school settles down and reads their own book quietly.

What if some students can't read their levelled book? The teacher can provide a 'buddy' who is of a higher level. The lower-level reader reads to the higher-level student, then they swap – higher reads to lower.

Levels 25 and up

- The chapter books are kept on one section of the library.
- Students at this level may go to the library and select their own chapter book, and change it when they have finished the book.
- There should be a record of the books that are reading/have read, with date borrowed and returned.
- This record could be kept at the back of the students' English exercise books.

Book report L 25 and up

- Students should write a book report on each book they read:
 1. Who were the characters? (Write something about each one).
 2. Where did the story happen? (the setting)
 3. What was the story about? (a short summary)
 4. What was the most exciting part of the story? (the climax)
 5. How did the story end? (the resolution)

Reading Goals

Approximate goals for Reading Levels:

- **End of Year 1:** Level 6
- **End of Year 2:** Level 14
- **End of Year 3:** Level 20
- **End of Year 4:** Level 25
- **End of Year 5:** Level 30

Non-fiction books

- Students will not borrow from this section because these books are extremely valuable to teachers when taking lessons on our thematic curriculum.
- Teachers may take a selection of non-fiction books on a topic back to the classroom for students to use in class time. **Teachers! Get to know what topic books are available to you!**
- Students can use the books to write their own reports and projects.
- Teachers will return the books to the library book case when finished.

Storage system for non-fiction books



Separate topics with labelled cardboard dividers

Picture story books

- Teachers should take opportunity to borrow from this section and READ to their students every day.
- Students may also borrow from this section.
- Teachers – get to know which picture story books would be suitable for your class and borrow them! Students from Years 1 to 4 will enjoy picture story books.

CHAPTER BOOKS – a teacher could select GOOD chapter book and read it to the class as a serial, a chapter a day.

Writing

All the information on expressive writing (putting thoughts into words) can be found in the *Writing* PowerPoint.

Yrs 1&2: Make up a sentence about a picture they have drawn; Retell stories and make Big Books

Yrs 3 and above: narrative, report, recount, procedure, argument, poem, letter

Don't forget to borrow non-fiction books for your class for writing reports on different topics.

Spelling

Each class has a phonics-based spelling list. Divide up the groups of words into weeks, so you get through the whole spelling list over 4 terms.

Years 3-6

On Monday, Students copy the list from a chart that you have made. The chart remains on the wall for the whole week. Teach your students how to use the coding system for spelling activities. (See next slide.) This will save you lots of work.

Tuesday to Friday, students do the activities based on the code.

Spelling Yrs 3-6 coding system

The code: (to be reproduced on a chart for all to see.)

1. Write the word in a sentence.
2. Write the meaning of this word.
3. Draw a picture of this word.
4. Think of a word with a similar meaning.
5. Think of a word with the opposite meaning.
6. Think of a word that rhymes with this word.

The list

cake 3

take 1

make 6

same 1

pale 5

cave 3

name 6

gate 1

ape 2

tame 4

Don't start words with capital letters unless they are proper nouns.

The students can work at this exercise all week without you having to write up spelling activities.

Preparing Beacon Media reading resources

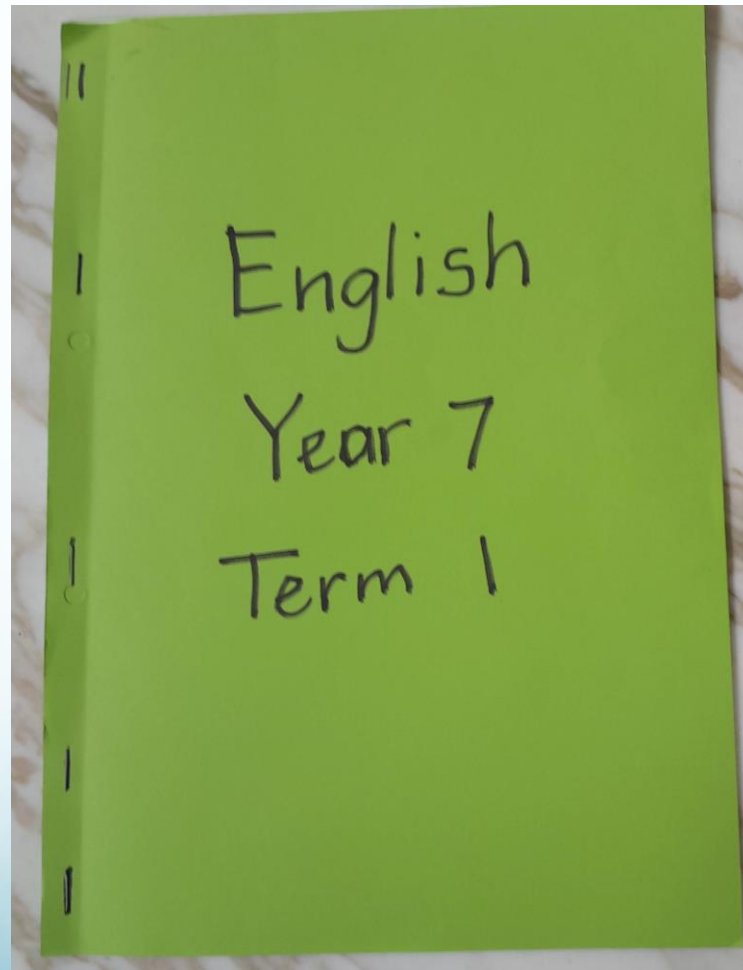
- Levels 1-15 – double sided story cards for laminating. Note – LAMINATING IS ONLY FOR RESOURCES OF NO MORE THAN 2 PAGES
- Levels 16 and up – must be made into booklets, with a coloured card cover and stapled down the side. These booklets will be kept from year to yr.
- Do not have a lot of loose leaf sheets floating around. These will be only wasted.

Year 6,7 & 8

- Please print out a copy of the MoE English curriculum, one set per student, for each term.
- It is divided up into 4 terms so that it is easy to make stapled books, (not so many pages that the books fall apart).
- Students must not write on these, They remain school property for following years.

Note: the same is to be done with MoE Maths for Yrs 7 & 8 (If student are good at sharing, one copy between 2 might be OK.)

Permanent books



Preparing Beacon Media literacy resources

- You do not need to print more than 6 or 8 of each resource because your students will be working in groups.
- Remember the reading level goals.
- What if you have students in Yr 3 who are below Level 15 at the beginning of the year? Does this mean you can only access Level 15 and up for Year 3? No. Go to the Year 2 file and get the lower level resources that you need for those students.

Class novels Yrs 6,7,8

Year 6 Pilgrim's Progress – story & play (with study guide)

Year 7 The Incredible journey (with study guide)

Year 8 Treasure Island – story & play (with study guide)

Swiss Family Robinson – easy edition with study guide

One
The Incredible
Journey
PART I

Class novels for Yrs 6,7 & 8

- Note that when the novels are landscape format, they must be printed correctly so that the back of each page is not upside down. Print double sided!
- Before you start printing these, do a sample print of 2 pages and check that the format is correct. Your printer should give you the option of printing on the long or short side. Find out which one is correct.
- Novels must be collated in booklet form, stapled down the side with coloured card cover front and back.

Science-Social Studies resources

- Find the “Research Cards” file for your year level. These are A5 format.
- You can laminate these and store them in sets
- OR make A5 books, clearly labelled with topic and theme, e.g. “Communication” “God is Love”
- These are excellent reading resources with questions to answer.

Biographies

- For Years 3-8 every class has a biography per theme. You could make class books of biographies for the whole year.
- Please find the document called “Thinking about Biographies” to be used as an activity sheet for each biography.

Thinking Skills

- Thinking Skills have now been updated so that there is a set for EVERY Theme.
- As for biographies, you could make Thinking Skills books for the whole year.
- Thinking Skills exercises make excellent speaking and listening activities, as students share their brain-waves
- Or writing activities ... students can write their creative ideas using diagrams.