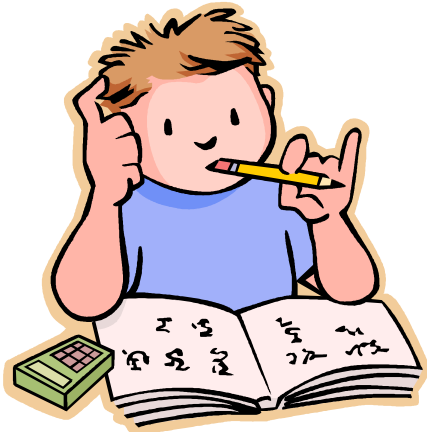


SUPPORTING YOUR CHILD WITH LITERACY HOMEWORK: Years 3 - 8

Have you asked your child this week: **Do you have any homework to do tonight?** Each week, your child is sure to answer, "Yes" at some time.

Let's share some ways that you might consider trying that will guide your child rather than falling into the trap of taking over or doing the task yourself because you are tired after a long day of your own work.

Remember that the development of relationship with your child is most important. Schoolwork can be exciting and rewarding for them, but also stressful. Your guidance will be very valuable.



Where do I start?

In **red** below are some typical things we all hear at home during the year. Underneath are some suggested ways that you might try to encourage your child to think and work more effectively.

I have an assignment to do!

Try to encourage your child to direct himself/herself by asking questions, such as:

- When is it due?
- Where do you think you'll start? Would you like any help or are you okay?

- (If the answer is Yes, then ask: Would you please read the task aloud to me?
- What are you going to be assessed on by the teacher?
- What form of work is required? (E.g. story, oral presentation, PowerPoint, poster, brochure)
- How can our software at home help you?
- What Internet research have you done or thought about?
- Where else can you go for research or help?
- Would you like me to drive you to the library tomorrow?
- Have you used Spellcheck and Grammarcheck?
- Did you use www.dictionary.com to check any words for spelling?

I have to do an oral presentation!

- Would you please read the task aloud to me? Where do you think you'll start?
- What are you going to be assessed on?
- How many times have you practised reading it in front of a mirror?
- Did you use the cassette recorder to record it and listen to how you emphasised certain words?
- Have you created your palm cards? I've got some old business cards that are just the right size to fit into your hand. Would you like them?
- Please read it to me just as you will in class.
- How can you change your voice to make some points sound important?
- Have you thought about using music or film or handouts or any other aids to make the presentation stronger?
- Do you have to submit the written version as well as the spoken one? How do you think you will present it?



Let's discuss it, shall we?

Could you help with my story, please?

The setting or context:

- Where and when do you think the narrative occurs?
- Can you describe the surroundings?



I'm trying my hardest!



Tell me about the character in your narrative.

The structure:

- Which way will you structure it? Will the orientation (the start) be the beginning of the narrative or will you vary your structure somehow?
- Tell me about the most exciting or dramatic time (the climax) in the narrative.
- Have you thought about your resolution (ending)?

The main character:

- What does your character do?
- What does your character speak like?
- What does your character look like?
- With whom does your character live?
- To whom does your character talk?
- Why do you like or dislike the character?
- How does your character relate to other characters?

I've got to do some writing!

Here you are discussing another form of writing different from a narrative:

- What form does it have to be in?
- What is the structure that you feel would be best for this task?
- What are you going to be assessed on?
- Are there any conventions in this form of writing that we must remember?
- There are six questions traditionally asked by journalists: Who? What? When? Where? How? Why? Shall we go through those together and see what we come up with?

I'm having trouble remembering what I've read.

- Have you tried writing down a couple of words once you've read each paragraph? I've read that it can help your understanding.
- Do you know how to create a PMI table? The letters stand for Plus, Minus and Interesting. If you draw up three columns, you can write a word or words under each of the three headings as you read along that represent positive, negative and interesting points from your reading.

I have to create a quiz. I don't know where to start!

- Let's have a look at a few magazines and we'll see how they have used some quizzes.
- There'll be a book about quizzes at the library. Shall we go there together tomorrow?
- Let's have a look at some web sites that might start us off. One we can try is:
<http://puzzlemaker.school.discovery.com/>

I'm terrible at drawing, will you do it for me?

- Have you thought about creating a collage by cutting out some pictures from magazines and pasting them together? We could do that together.
- You don't have to be good at drawing figures. What about making it funny by having sausage-shape people? They could even have animals' heads instead of ordinary people.
- Our computer has some automatic shapes and it will let you draw as well. Do you know where the 'AutoShapes' are located in the drawing toolbar in View on the top menu?

I'm writing a story about someone travelling in Europe and I want to translate this sentence. Can you show me how to do it?

- I've forgotten a lot of my vocabulary. We can do two things: either we go to the library and use their index for research or we can go online. There's one site that will do it for us for free: <http://www.freetranslation.com/>



What does this mean?