

# The Competent Speaker & Listener

## How can you help at home?

- ◇ If your child has a short talk or presentation to prepare, help them to get it organised by focusing on the needs of the listeners. Make sure they see what will be needed so that the audience can follow and stay interested. At this stage, they should keep the topic fairly straightforward but include some relevant detail.
- ◇ Help them to build their confidence to speak a few sentences at a time without referring back to any notes.
- ◇ If you listen to a practice of the talk, draw attention to any vocabulary or grammar that you think is not right for the audience. Talk about why these might need to be changed.
- ◇ In family discussions, expect children to start introducing more ideas of their own and be able to explain them with a bit more detail.
- ◇ Give a 'talking with others' task such as: 'Go and speak to your brother and sister about where you would like to go for a Christmas treat. Come back and tell me what you all think.'
- ◇ Whenever you notice interesting examples of the way spoken language varies (accents, dialects, slang, very formal language and so on) draw attention to it and start a discussion about why this happens.

# The Competent Communicator

Tips on how to  
progress on

[Route 4](#)

in reading, writing and  
communicating and  
how you can support  
at home.



# The Competent Reader

## How can you help at home?

### Before reading, you can:

- ◇ ask the reader to make predictions about the text. For example:
  - What might it be about?
  - What might happen in the story?
  - What might be the importance of the title?
  - What sort of text is it (a horror story, a newspaper article, etc.)?

- ◇ encourage them to choose a book that they wouldn't normally read.

### During reading, you can:

- ◇ ask the reader to predict how a story will continue. Then ask them to explain their predictions with some reference to what has happened so far
- ◇ talk about the way we often 'read between the lines', looking for meanings that are implied but not stated directly. Choose a short piece of text, for example a short newspaper report on a celebrity, and practise looking for facts (what we know) and inferences (what is implied). Talk about the differences
- ◇ ask follow-up questions that encourage the reader to explain further their inferences through closer use of textual evidence.

### After reading, you can:

- ◇ encourage them to visit writers' websites and to attend talks and presentations by writers. Better still, go with them...
- ◇ help the reader to reflect on what they have gained from their reading. Help them to set new targets that build on their reading, for example, to read two other novels by the same author by a certain date, or to find out more about a topic
- ◇ praise or reward any positive achievements and progress, for example, if they have read far more than usual.

# The Competent Writer

## How can you help at home?

### Before writing, you can:

- ◇ remind about targets
- ◇ ask the writer to talk through with you how the writing will be organised.

### During writing, you can:

- ◇ ask the writer to say some sentences out loud before writing. If all the sentences are written in very much the same way, encourage variation in length and structure
- ◇ ask the writer to explain why they have chosen a certain word and ask if there are alternatives that might be better.

### After writing, you can:

- ◇ read a first draft and see whether the writer has focused on his or her targets
- ◇ praise/reward any positive achievements and progress.