

The Reflective Speaker & Listener

How can you help at home?

- ◇ If your child has a talk or presentation to prepare, they should at this stage be able to reflect on presentations they have seen and make controlled choices about:
 - the appropriate length
 - how to organise the content
 - ways of engaging the audience
 - how to adapt their everyday speech to fit the occasion.

Offer to talk these things through with them and give them feedback if they want to practise the talk with you. Don't apply extra pressure by insisting on this if they are not keen. Don't be directive in your feedback, but ask questions to help them think it through.

- ◇ At this stage, they should be able to take part in discussions and conversations with demanding subject matter and join in with responses that show they understand and have something of their own to add. Encourage them to get involved in discussions like this with family, friends or relatives.
- ◇ Encourage involvement with activities that will involve working with others to achieve specific goals, such as a group planning the event for school leavers. If they are in such a group, they will have the opportunity to take on various roles such as chairing a meeting or taking minutes.
- ◇ 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. At this stage the young speaker should be able to comment in a detailed way on specific features they notice and the effect they have.

The Reflective Communicator

Tips on how to

progress on

Route 6

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



The Reflective Reader

How can you help at home?

Before reading, you can:

- ◇ encourage the reader to read a range of texts, both fiction and non-fiction, explaining their choices and reasons for their choices
- ◇ encourage the reader to read a book which is linked to one they have already read, for example it might be set in a similar location; it might be written by the same writer; it might deal with a similar theme.

During reading, you can:

- ◇ read the opening of the text together and ask the reader to identify what they think the themes of the text will be. Ask them to explain why they think this
- ◇ encourage the reader to use the internet or reference books in the library to find a range of information about a chosen topic. Ask them to explain which are likely to be the most useful and reliable sources of information and why.

After reading, you can:

- ◇ ask the reader to think back to the themes they identified from the opening of the text, to explain how they developed and which ones became more important towards the end of the text
- ◇ encourage the reader to use subject-specific vocabulary when discussing a text with you. Make sure they are able to explain clearly to you what they understand by it.

The Reflective Writer

How can you help at home?

Before writing, you can:

- ◇ discuss the writing task, its purpose and the type of writing that will be needed. Talk about whether the usual conventions of this type of writing might be adapted to make the writing more original.

During writing, you can:

- ◇ talk to the writer about how they are building up their paragraphs, and ask them to explain how they are linking their sentences together
- ◇ ask if the writer is using the full range of punctuation to help make meaning clear.

After writing, you can:

- ◇ ask your writer to read their first draft aloud, and ask them to identify where they have attempted to meet their targets
- ◇ praise and reward any positive achievement and progress, but focus particularly on any aspects of the writing where the writer's individual voice is evident.