

English Language Arts
Recommendations for
Parents
PRIMARY

Contents

ENGLISH LANGUAGE ARTS RECOMMENDATIONS FOR PARENTS BASED ON RESULTS OF PRIMARY SCHOOLS NATIONAL ASSESSMENTS - SEPTEMBER TO OCTOBER 2021.....	2
INTRODUCTION.....	2
RECOMMENDATIONS FOR PARENTS	3
INFANT TWO	3
RECOMMENDATIONS FOR PARENTS	4
STANDARD ONE	4
RECOMMENDATIONS FOR PARENTS	6
STANDARD TWO	6
RECOMMENDATIONS FOR PARENTS	8
STANDARD THREE	8
RECOMMENDATIONS FOR PARENTS	10
STANDARD FOUR	10

ENGLISH LANGUAGE ARTS RECOMMENDATIONS FOR PARENTS BASED ON RESULTS OF PRIMARY SCHOOLS NATIONAL ASSESSMENTS - SEPTEMBER TO OCTOBER 2021

INTRODUCTION

In September – October 2021 comprehension and oral reading assessments were conducted with students of Infants Two to Standard Four in all primary schools. This was done to determine the level of learning loss that students may have experienced during the Covid 19 pandemic. Based on the results of these assessments, students were placed in four performance levels in each class. The table below describes each performance criteria level.

Performance Criteria Levels	Weighted Score (%)
Level I (Makes an Attempt - very little or no understanding of the respective content and skills)	0-25
Level II (Emerging- minimum to average understanding of the respective content and skills.	26-50
Level III (Satisfactory - an average understanding of the respective content and skills)	51-75
Level IV (Competent - above average understanding of content in the respective strands)	76-100

Recognising the importance of parents' contribution to their children's education, the Ministry of Education has created this document to give parents ideas on how to help their children improve their comprehension and oral reading skills at home.

The parent recommendations provided in the document are presented according to classes (Infants Two to Standard Four) and performance criteria (Levels I to IV). Parents should speak to class teachers to find out the level(s) at which their children performed. Based on their performance levels, parents are encouraged to use the recommendations below to help their children improve their comprehension and oral reading skills. For example, if a student scored within Level 1, use the Level 1 recommendations to provide extra support. Recommendations for students scoring within Level 4 can be used to further develop their skills.

RECOMMENDATIONS FOR PARENTS

INFANT TWO

Students were assessed on simple word and sentence reading, as well as the writing of a dictated sentence.

LEVELS	RECOMMENDATIONS
LEVEL I (Makes an Attempt) 0-25%	<ul style="list-style-type: none">• Read to your child daily• Have an alphabet chart or alphabet books which you read with your child• Use games at home to reinforce letter sounds e.g., Beginning sound game- What's in the refrigerator? Show a banana, milk, biscuit, egg, lettuce. Ask your child to say the beginning sound.• Label objects at home for your child to read and spell e.g., table, chair, bed• Access free letter recognition and sound games on phones/ tablets/ laptops
LEVEL II (Emerging) 26-50%	<ul style="list-style-type: none">• Read to your child daily• Use games at home to assist with blending of letter sounds e.g., I Spy-I spy a /b/ /a/ /t/ (show bat and have child spell the word)• Label objects at home for your child to read and spell e.g., table, chair, bed• Access free letter recognition and sound games on phones/ tablets/ laptops
LEVEL III (Satisfactory) 51-75%	<ul style="list-style-type: none">• Read to your child daily and create opportunities for your child to read to you• Have your child create labels for objects at home e.g., table, chair, bed• Have your child time himself/herself reading and work to improve the reading rate through repeated readings• Access the free Infant Activity Pack from the MOE website weekly
LEVEL IV (Competent) 76-100%	<ul style="list-style-type: none">• Set aside a time each day for you to read aloud to your child and create opportunities for your child to read to you• Encourage your child to use some of the words he or she is learning at school to write notes, songs or poems for you at home• Have your child time himself/herself reading and work to improve the reading rate through repeated readings• Access the free Infant Activity Pack from the MOE website weekly

RECOMMENDATIONS FOR PARENTS

STANDARD ONE

Students were assessed on

- answering questions based on a passage
- reading a passage aloud (one minute)

LEVELS	RECOMMENDATIONS
LEVEL I (Makes an Attempt) 0-25%	<p>Comprehension</p> <ul style="list-style-type: none">• Ask your child to retell a story, talk about their favourite characters or events in a story, movie, or book• Encourage your child to answer questions orally after viewing short video clips of fun facts about their areas of interest e.g., animals, space, sports etc or play the game of true or false based on the information from the video clip <p>Oral Reading Fluency</p> <ul style="list-style-type: none">• Help your child develop a love for print by asking them to look at and interact with print in meaningful ways in the home environment• Have your child - hang/make posters of their favourite stories/movies, use a calendar, make and read labels,• Read to your child daily• Discuss events in age appropriate tv shows/ movie
LEVEL II (Emerging) 26-50%	<p>Comprehension</p> <ul style="list-style-type: none">• Ask your child to retell a story, talk about their favourite characters or events in a story, movie or book• Encourage your child to answer questions orally after viewing short video clips of fun facts about their areas of interest e.g., animals, space, sports etc. or play the game of true or false based on the information from the video clip <p>Oral Reading Fluency</p> <ul style="list-style-type: none">• Help your child develop a love for print by asking them to look at and interact with print in meaningful ways in the home environment by have your child - hang/make posters of their favourite stories/movies, use a calendar, make and read labels, make and read lists of words associated with various rooms in the home• Read to your child daily• Discuss events in age appropriate tv shows/ movies and use the closed caption feature to encourage reading practice

<p>LEVEL III (Satisfactory) 51-75%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Ask your child to retell a story, talk about their favourite characters or events in a story, movie or book • Encourage your child to answer questions orally after viewing short video clips of fun facts about their areas of interest e.g., animals, space, sports etc. or play the game of true or false based on the information from the video clip <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Help your child develop a love for print by asking them to look at and interact with print in meaningful ways in the home environment by have your child - hang/make posters of their favourite stories/movies, use a calendar, make and read labels, make and read lists of words associated with various places to visit, create a favourite book of the month listing/poster • Read to your child daily • Discuss events in age appropriate tv shows/ movies, use the closed caption feature to encourage reading practice
<p>LEVEL IV (Competent) 76-100%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Ask your child to retell a story, talk about their favourite characters or events in a story, movie or book • Encourage your child to answer questions orally after viewing short video clips of fun facts about their areas of interest e.g., animals, space, sports etc. or play the game of true or false based on the information from the video clip <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Help your child develop a love for print by asking them to look at and interact with print in meaningful ways in the home environment by have your child - hang/make posters of their favourite stories/movies, use a calendar, make and read labels, make and read lists of words associated with various places to visit, create a favourite book of the month listing/poster • Read to your child daily • Discuss events in age appropriate tv shows/ movies, use the closed caption feature to encourage reading practice

RECOMMENDATIONS FOR PARENTS

STANDARD TWO

Students were assessed on

- answering questions based on a passage
- reading a passage aloud (one minute)

LEVELS	RECOMMENDATIONS
<p>LEVEL I (Makes an Attempt) 0-25%</p>	<p>Comprehension</p> <ul style="list-style-type: none">• Show your child that reading is important and fun in your home by ensuring that there are print materials in and around your home interact• Read aloud (poems, stories, recipes, instructions with pictures or graphics) to your child at home. Ask him or her to answer questions based on what was read• Make question cards (who, where, why, when, what). Stick them onto the refrigerator door. During the day ask your child to choose one of the question words and ask you a question. Pretend that you do not know the answer and ask your child to explain the correct response to you <p>Oral Reading Fluency</p> <ul style="list-style-type: none">• Read aloud to your child daily. Use different print materials in your home to make the activity interesting. For example-read the recipe for your child's favourite meal (then you both follow the instructions to make the meal)• Use one of your child's favourite reading materials (one that has been read many times). Read the piece to your child but deliberately mispronounce words or pretend that you do not know a word. Allow your child to use the reading material and show how to correctly pronounce the word• Read together with your child
<p>LEVEL II (Emerging) 26-50%</p>	<p>Comprehension</p> <ul style="list-style-type: none">• Read aloud (stories, poems, recipes, directions). Ask your child questions on what was read• Encourage your child to read to you and ask you questions on what was read. Pretend that you cannot answer a few of the questions. Ask your child to say what the answer to the questions are and explain how he or she worked out the answers• Write questions to your child and ask him or her to respond in writing. Use some of the question words as well as the question types being taught at school

	<p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Read aloud (stories, poems, recipes, directions). Model appropriate rate, phrasing and expression. Pronounce words correctly • Read with your child • Use e-books. After your child listens, have him or her read along with the audio or do an echo reading.
<p>LEVEL III (Satisfactory) 51-75%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Read aloud (stories, poems, advertisements, tickets) to your child. Ask your child questions on what was read. • Have students read aloud to you and ask you questions on what was read. Pretend that you cannot answer one or two of the questions and ask him or her to explain how to get the answer • Write questions to your child and allow them to respond in writing. Try to use the types of questions being studied at school <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Read aloud (stories, poems, advertisements, tickets) to your child. Model appropriate rate, phrasing and expression. Pronounce words correctly • Have students read aloud to you and record the performance using a device e.g., cell phone. Give tips on ways the reading can be improved • Read together with your child
<p>LEVEL IV (Competent) 76-100%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Read aloud to your child. Use an article from the newspaper, online news or article. Ask your child questions to discuss what was read • Encourage your child to read to you and let him or her ask you questions. Pretend that you do not know the answer to a few of the questions and have him or her explain why the answer was incorrect with proof from what was read • Write questions for your child to answer and vice versa. Try to use some of the question types being taught at school <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Read aloud (stories, poems, advertisements, tickets) to your child. Model appropriate rate, phrasing and expression. Pronounce words correctly • Ask your child to pretend to be a news reporter. Let him or her read and record the performance using a device e.g., cell phone. Give tips on ways the reading can be improved • You and your child take turns in reading the closed captions for a favourite television show. Give support if needed

RECOMMENDATIONS FOR PARENTS

STANDARD THREE

Students were assessed on

- answering questions based on a passage
- reading a passage aloud (one minute)

LEVELS	RECOMMENDATIONS
LEVEL I (Makes an Attempt) 0-25%	<p>Comprehension</p> <ul style="list-style-type: none">• As a family discuss movies- why characters acted as they did, the most exciting parts of the movies, their thoughts on the way things turned out.• Listen to the questions your child asks about books he or she is reading and let him/her work with you to find the answers. e.g., re-reading the text, reading relevant material online, asking librarians and other questions, looking at videos and/or reading other books <p>Oral Reading Fluency</p> <ul style="list-style-type: none">• Put motivational charts and charts to aid memory around the house.• Listen to audio recordings of books with your child while you both follow along with the text.• Have your child record himself/herself reading so he/she can get a better sense of how they read.
LEVEL II (Emerging) 26-50%	<p>Comprehension</p> <ul style="list-style-type: none">• As a family discuss age-appropriate movies- Draw attention to the similarities and differences in the places, (in) which the characters live or visit in the text.<ul style="list-style-type: none">o Did you notice how different the town in which X grew up was from the town in which he now lives?o What do/does the places/setting make you think of?• Encourage your child to read to find the answers to questions they may have <p>Oral Reading Fluency</p> <ul style="list-style-type: none">• Put motivational charts and charts to aid memory around the house• Listen to audio recordings of books with your child while you both follow along with the text• Set aside 20 minutes a day for reading to or with your child
LEVEL III (Satisfactory) 51-75%	<p>Comprehension</p> <ul style="list-style-type: none">• As a family discuss developmentally appropriate movies- How is mood created in the movie? Why do you feel the way you do as you watch the movie?

	<ul style="list-style-type: none"> • Ask questions that will prompt your child to think more deeply about the texts they are reading. <ul style="list-style-type: none"> o What do you like most about the book? o What is your favourite scene? • Help your child to identify the best kinds of texts to read to find the answers to the questions they may have. <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Set aside 30 minutes a day for reading to or with your child. • Provide access to a range of texts- storybooks and informational text. • Create/grasp opportunities to have your child use his/her reading skills e.g., reading labels, signs along the street, signage in offices or stores
<p>LEVEL IV (Competent) 76-100%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • As a family critique developmentally appropriate movies- Share what you would have done differently and why. • Ask questions that will prompt your child to think more deeply about ideas/themes that seem to be found in most of a particular writer's books. e.g., Andrew Salkey's, Hurricane, Earthquake and Drought. • Encourage your child to read a range of appropriate texts to find relevant information to answer questions they may have. <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Set aside time monthly for reading of a range of appropriately challenging stories and informational texts as a family • Set aside at least 30 minutes a day for your child to engage in reading and have discussion with family members. If you are not at home, you can call them to remind them of the scheduled reading time • Create/grasp opportunities to have students read- labels, recipes, directions for craft activity

RECOMMENDATIONS FOR PARENTS

STANDARD FOUR

Students were assessed on

- answering questions based on a passage
- reading a passage aloud (one minute)

LEVELS	RECOMMENDATIONS
<p>LEVEL I (Makes an Attempt) 0-25%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • As a family discuss developmentally appropriate movies- chat about why characters acted as they did, the most exciting parts of the movies, their thoughts on the way things turned out. • Listen to the questions your child asks about books he or she is reading and work with him/her to find the answers- e.g., re-reading the text, reading relevant material online, asking librarians and other resource persons questions, looking at videos and/or reading other books. • Start a vocabulary collection with your child- decide together the words that will be added to the collection, where the collection will be stored (e.g., on index cards, a family word wall, in a decorated notebook) and how frequently words will be added to the collection. <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Put motivational charts and charts to aid memory around the house. • Set aside 15 minutes a day for reading to or with your child. • Engage in role play activities- pretend to be newscasters or radio announcers while you both read material on topics in which your child has an interest
<p>LEVEL II (Emerging) 26-50%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • As a family discuss developmentally appropriate movies- Engage in role-play and aim to complete statements like the following, creatively. “If I were the _____ of/in this movie, I would have _____ because _____.” • Encourage your child's questioning- teach him the best way to frame questions, the best times to ask questions and the persons to whom it is best to address questions. • Guide your child to read to find the answers to questions he/she may have. <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Put motivational charts and charts to aid memory around the house. • Listen to audio recordings of text on topics of interest to your child while he/she follows along with the transcript or printed text.

	<ul style="list-style-type: none"> • Set aside 20 minutes a day for reading to or with your child
<p>LEVEL III (Satisfactory) 51-75%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • As a family discuss movies made from award-winning children’s books - compare the ways in which mood is created and/or the setting is presented in the movie versus how it is done in the text. • Ask questions that will prompt your child to think more deeply about the texts they are reading. e.g. How is this book different from the one you read last week? This is the fourth book, I’ve seen you read by Eoin Colfer, what do you like about his books? • Encourage your child to read at least two appropriate texts to find relevant information to answer questions they may have. <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Set aside 30 minutes a day for reading to or with your child. • Create/grasp opportunities to have your child use his reading skills e.g. reading labels, signs along the street. • Have your child time himself/herself reading and work to improve the reading rate through repeated readings. (Be patient and encouraging. Praise their efforts.)
<p>LEVEL IV (Competent) 76-100%</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • As a family, critique movies- what would you have done to enhance characterisation, the setting, plot. • Ask questions that will prompt your child to think more deeply about how ideas/themes presented in text relate to his own experiences and real-world issues. • Encourage your child to do research to find the answers to questions he or she may have. <p>Oral Reading Fluency</p> <ul style="list-style-type: none"> • Provide access to a range of developmentally appropriate texts - stories and informational texts. (A librarian can help you with this). • Set aside at least 30 minutes a day for reading to or with your child. • Set aside time monthly for a family activity that will involve application of reading skills. For example, <ul style="list-style-type: none"> ▪ playing board games, ▪ cupcake wars with recipes, ▪ scavenger hunts with prepared lists and/or selected books road trips with printed maps