

Round 1		10.50am – 11.50am	Intended for Presenter/s	
Workshop 1	<p>Junior Guided Reading This mini workshop will look at SharpReading Stage 1. A guided reading routine that generates space for decoding practice to occur. We strip back a process that has long been crowded by shared reading techniques and bring in simple success for the teacher and students.</p> <p>Years 0-2</p>	Teachers, support staff	<p>Brian Parker (Keynote speaker)</p> <p>SharpReading Director</p>	
2	<p>Integrating Physical Activity into Literacy Looking for ideas on how to engage students in Literacy? Movement and physical activity may be the answer. A practical hands on workshop with resources that you can pick up and take straight back to the classroom. There will also be time to contribute to a collaborative doc of ideas from others that have worked which you can take away and use. If you have something that you would like to share - bring it along.</p> <p>Years 0-8</p>	Teachers	<p>Carla Werder Ricky Bakker Jay Coote</p> <p>Sport Southland</p>	
3	<p>Anchor-Read-Apply: An approach to teaching students to process and comprehend text This workshop is an opportunity for me to share some of the learning from my time at Camp ALEC in the US last year - an experience made possible by an NZLA/Marie Clay Literacy Trust Travel Award. Asking children to read (or listen to) a text and then asking questions about the text is a way of 'testing' their comprehension, but it doesn't teach them how to understand, process, and construct meaning across the text. Based on the work of the Center for Literacy and Disability Studies (University of North Carolina at Chapel Hill), Anchor-Read-Apply is an approach that supports the development of the underlying skills required for independent text comprehension. Whilst the approach presented in this workshop is rooted in work with students with significant cognitive impairments, it will be useful for anyone working with students struggling to develop comprehension skills. Focusing on students with cognitive delays and impairments.</p> <p>Years 0-13</p>	Teachers, support staff, early childhood teachers, principals	<p>Helen Brunner</p> <p>Te Kura</p>	
4	<p>Digital Tools for Literacy Integrate the Digital Curriculum into your Literacy programme. Using apps such as Chatterpix and Book Creator, you can make your books come alive, showcasing your student's deeper understanding of characters and storylines.</p> <p>Years 0-6</p>	Teachers, early childhood teachers	<p>Vanessa Stupples</p> <p>ICT Facilitator</p>	

<p>Workshop 5</p>	<p>Developing Oral Language to Support Children's Reading and Writing In 2018, our school's focus was on developing children's oral language skills. We had great success with this, and noted the positive effects on students' literacy skills. I will share our strategies, some helpful resources, and how we made explicit links between oral language and literacy instruction.</p> <p><i>Years 0-8</i></p>	<p>Teachers, support staff, principals</p>	<p>Shona Willis</p> <p>Teacher: Mataura School</p>
<p>6</p>	<p>Literacy Learning in a Play Based New Entrant Classroom In this workshop we will share with you how we run our literacy programme in a team teaching New Entrant classroom through play. We will share some of our successes and failures as we continue to develop and change our programme by reflecting on what is and isn't working and the needs of our children. We will look at how you can use play as a motivator for literacy learning and share the types of play opportunities we provide for our children. We will share how we set up for play and monitor this.</p> <p>If you are keen to know more about play based learning and how you might be able to incorporate it with your children then come along and join us. We are by no means experts in play based learning but it is something we are passionate about. Hopefully our experiences on our journey so far, can help you with yours. Come along and play with us!</p> <p><i>Years 0-2</i></p>	<p>Teachers, early childhood teachers</p>	<p>Tarryn Copeland & Natalie Godby</p> <p>Teachers: Myross Bush School</p>
<p>7</p>	<p>Integrating Reading Recovery in the Classroom A description of Reading Recovery and how to support the intervention in the classroom and how to strengthen children who are finding it hard to get underway with literacy.</p> <p><i>Years 0-2</i></p>	<p>Teachers, support staff</p>	<p>Grant Godby (University of Otago College of Education)</p>
<p>8</p>	<p>The Structure of Writing within a Senior Classroom How to engage our writers. Ways to cater for a wide range of ability levels within a classroom. Practical, user friendly techniques to scaffold independence with reluctant writers. Purposeful resources to target specific learning areas and skills. How to effectively conference/prompt students. How to increase knowledge of each stage of the writing process for students.</p> <p>Please note this workshop is the same as in round 2 – workshop 14.</p> <p><i>Years 5-8</i></p>	<p>Teachers</p>	<p>Darnelle Darlison</p> <p>Teacher: Winton Primary School</p>

SOUTHLAND LITERACY SYMPOSIUM 2019 – Workshop Two

Round 2 11.55am – 12.55pm		Intended for	Presenter/s
Workshop 9	<p>Reading for Comprehension</p> <p>This mini workshop will look at Stage 3 SharpReading - Guided Reading to increase comprehension. We will show you the power of “sitting on your lips” to enable better thought and deeper comprehension. We will teach you the value of our retell strategy (ITTM) and take your students beyond simple word calling. A whole new way to view comprehension.</p> <p>Years 2-8</p>	Teachers, support staff	<p>Brian Parker (Keynote speaker)</p> <p>SharpReading Director</p>
10	<p>Junior Literacy</p> <p>This workshop will outline the literacy programme we run in our school. (St Clair) We have a focus on learner agency and children learning through play. During this workshop I will share our journey as well as outline our current programme and some of the activities we have developed. I will also share examples of our planning and organisation.</p> <p>Years 0-2</p>	Teachers, early childhood teachers	<p>Rachel French</p> <p>Teacher: St Clair School (Dunedin)</p>
11	<p>Understanding the impact of dyslexia</p> <p>Dyslexia is more than just struggling with reading, writing and spelling. In this workshop we look at the holistic impact dyslexia and other learning differences have on a student’s ability to engage in their learning. We investigate easy to use strategies for supporting the dyslexic learner as well as adding to your overall understanding.</p> <p>Years 0-8</p>	Teachers, early childhood teachers, support staff, principals	<p>Chris Cole</p> <p>Learning Differences Aotearoa Trust</p>
12	<p>Publishing ‘Dawn Raid’</p> <p>Pauline will share her journey to publishing her first book Dawn Raid. She will explain why she wrote this book and talk about the process, highs, lows and joys of becoming published.</p> <p>Years 0-13</p>	Teachers, principals, early childhood teachers, support staff	<p>Pauline Smith</p> <p>Author</p>

Workshop 13	<p>Literacy is More than Books Discover and explore the creative worlds of coding, digital game building and Lego construction. Find out how these worlds can support literacy learning and increase learner engagement. This is a hands on workshop.</p> <p><i>Years 0-8</i></p>	Teachers, principals, early childhood teachers	Lindsay King Invercargill Library
14	<p>Facilitating Topic Choice for Writing This workshop is an opportunity for me to share some of the learning from my time at Camp ALEC in the US last year - an experience made possible by an NZLA/Marie Clay Literacy Trust Travel Award. Based on ideas for facilitating (not legislating) topic choice in writing for students with a range of impairments (communication, cognitive, physical etc.) this workshop presents a variety of ways to help students build a bank of ideas that they might choose to write - including both visual and text based options. You will try some of these ideas out during the workshop - so bring a long your choice of writing surface and implement! Take away ideas that may help to motivate some of your reluctant writers, and can empower our complex needs students to recognise that they can make choices about writing topics.</p> <p><i>Years 0-13</i></p>	Teachers, principals	Helen Brunner Te Kura
15	<p>Responsive Written Feedback We will share the results of our inquiry into responsive written feedback between a class of Year 4-6 primary students and a class of Year 12 Level 2 English secondary students.</p> <p><i>Years 5-8</i></p>	Teachers, principals, support teachers	Katie Penicott & Nikki De Ruyter Teachers: Invercargill Middle School & Aurora College
16	<p>The Structure of Writing within a Senior Classroom How to engage our writers. Ways to cater for a wide range of ability levels within a classroom. Practical, user friendly techniques to scaffold independence with reluctant writers. Purposeful resources to target specific learning areas and skills. How to effectively conference/prompt students. How to increase knowledge of each stage of the writing process for students.</p> <p>Please note this workshop is the same as in round 1 – workshop 8.</p> <p><i>Years 5-8</i></p>	Teachers	Darnelle Darlison Teacher: Winton Primary School