

Phonics

- ❖ From Primary 1, children practice pre phonological awareness activities as part of the Emerging Literacy Developmental Approach
- ❖ Phonics is taught via one main focussed lesson each week followed by short daily activities to reinforce learning
- ❖ The children learn a phoneme (sound) per week
- ❖ Sounds are re-visited during consolidation weeks
- ❖ The children also learn some "sight words" each week
- ❖ The teacher demonstrates letter formation and word building using a magnetic board and letters and children use these to mirror the taught lesson and work independently/with a partner throughout the week.
- ❖ Sensory activities, such as using playdough or sand to reinforce the phonemes form part of the daily program



Reading

- ❖ Children are shown how to hold a book, encouraged to turn pages, identify the front and back and encouraged to explore and discuss the front cover
- ❖ Teachers will model reading from left to right and up to down and support children to read their own names and environmental print e.g. toilet sign, school name
- ❖ Teachers provide an overview of the text, known as the "walkthrough"
- ❖ Teachers support children to read tricky words by drawing attention to picture clues
- ❖ Children read aloud and participate in independent and partner tasks using their reading books
- ❖ From Primary 1, children read two books per week. Books are organised into levels known as "banding".
- ❖ Reading books are sent home four nights of the week
- ❖ Children enjoy the opportunity of reading lots of different books

Writing

- ❖ Children practice pre-handwriting skills as part of the Emerging Literacy Developmental Approach
- ❖ Children enjoy daily opportunities to mark make/begin writing for a variety of purposes.
- ❖ From Primary 1 there is one taught writing lesson per week using the Big Writing and Big Talk philosophy.

Listening & Talking

- ❖ Children practice listening and talking skills through all curricular areas, including the curricular organisers of reading and writing
- ❖ Daily listening and talking opportunities occur through the school's approach to social snack
- ❖ Children develop listening and talking skills through presenting to the class and through class assemblies
- ❖ Whole school talk assemblies encourage talking and listening at home.

"If a child can't say it, a child can't write it!" Ros Wilson

Tips to help your child

- ❖ Play "I Spy" games
- ❖ Read and learn Nursery Rhymes
- ❖ Play memory games - I went to the shops and I bought....
- ❖ Use scissors to cut out and develop fine motor skills
- ❖ Read lots of books together - choose a cosy place at home
- ❖ Choose books from the library
- ❖ Talk about favourite books
- ❖ Encourage your child to read to you and point to sounds in words they recognise (note: it is important that the sounds of the letters are used and not their names - a, b, c and not ai, bee, sea. This will help when making or breaking words up into sounds.)
- ❖ Ask questions about what you read to help your child connect books with their life and experiences.
- ❖ Ask your child to guess what will happen next as you read aloud

Helpful Websites

❖ Parentzone Scotland:

For information about education in Scotland and ways to help parents support their children's learning.

<https://education.gov.scot/parentzone/learning-at-home/Supporting%20literacy%20at%20home>

❖ CBeebies grown ups:

<http://www.bbc.co.uk/cbeebies/grownups>

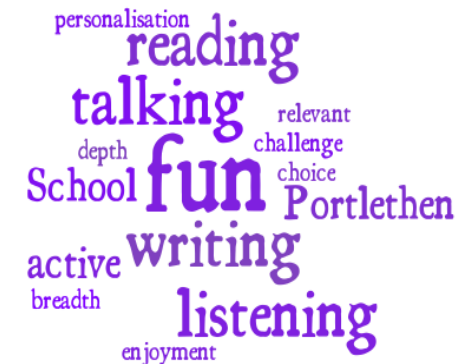
❖ Phonics games

http://www.familylearning.org.uk/phonics_games.html



Portlethen School

Literacy Early Level



Supporting your child with
literacy in Primary 1