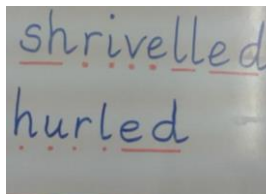


Phonics Into Spelling

- ❖ Children work from Stage 2 - 4 of Active Literacy, focusing on phonemes (sounds) over 5 - 10 day programmes, comprising one main focus lesson each week and daily reinforcement work
- ❖ Children are taught how to work effectively with a partner to consolidate the taught lesson. This is called reciprocal teaching
- ❖ Sounds are revisited during consolidation weeks
- ❖ The children also learn tricky and common words each week
- ❖ The "say, make, break, blend, read and write" strategy aiming for correct letter formation and spelling accuracy is used
- ❖ A variety of other activities involving reciprocal teaching are undertaken and vary as they progress through first level. For example: use of magnetic letters, diacritical marking, partner dictation and multi-sensory activities



Phonics Into Spelling (cont)

Spelling Strategies

- ❖ Phoneme knowledge (sounding out)
- ❖ Syllabification - breaking words into syllables. Children clap out words to identify syllables eg go-ing, wa-ter
- ❖ Word shape - letter shape, size, descending or ascending
- ❖ Compound words - Breaking the compound word into simple words eg into becomes in and to
- ❖ Mnemonic - using an aide memoire eg because - **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**maller **E**lements
- ❖ Analogy - If you know how to spell one word you can spell others eg tell, sell

Words

- ❖ From P4 onwards children are taught about homophones, words that sound the same but have different meanings

Writing

- ❖ Children write on an almost daily basis through literacy encounters e.g. grammar and punctuation or interdisciplinary learning e.g. a fact file
- ❖ There is one taught lesson per week using the Big Writing philosophy, focussing on different types of writing e.g. a functional, personal or imaginative piece.

Reading

- ❖ Teachers provide an overview of the text, known as the "walkthrough"
- ❖ Children are taught word attack strategies to help them to decode difficult words.
- ❖ Children read aloud with a partner/in a group and the teacher circulates to listen and provide feedback
- ❖ The teacher also teaches comprehension strategies. Children participate in independent and reciprocal teaching tasks with partners, taking the "Find It, Prove It, Talk About It" approach
- ❖ In Primary 2, children read two books per week progressing to longer, more challenging texts then on to novels.
- ❖ Prior to the novel stage, books are organised into levels known as "banding". Within each band there is a range of fiction and non-fiction texts so that children experience a variety of writing styles.
- ❖ Novels are introduced towards the end of P3 as appropriate, and higher order thinking skills are developed through comprehension strategies.

Listening & Talking

- ❖ Children practice listening and talking skills through all curricular areas, including those activities connected to their reciprocal reading and Big Writing activities
- ❖ Interdisciplinary learning (IDL) and cooperative learning offers opportunities for effective discussion between pairs/groups
- ❖ 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 as an individual and as a group and through class assemblies
- ❖ Whole school talk assemblies encourage talking and listening around a variety of subjects at home.



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

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>
- ❖ Kidspell:
Interactive games for spelling practice
<https://kidspell.com/>
- ❖ Online Talking Stories
<https://www.topmarks.co.uk/interactive.aspx?cat=45>

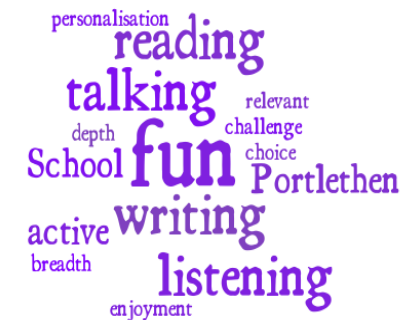


Portlethen School

Literacy

First Level

(Primaries 2 - 4 for most children)



Supporting your child with
literacy