

Spelling

- ❖ Children work from Stage 4/5 to 7 of Active Literacy, focusing on different representation of phonemes (sounds eg the sound "ee" can be made by ee, e,ea,ie, e-e) over 5 - 10 day programmes, comprising one main focus lesson each week and daily reinforcement work
- ❖ In Stages 6 and 7, there is a greater focus on subject specific, topic and tricky words
- ❖ At the early stages of Second Level, children continue to use the structure of SAY, MAKE/BREAK, BLEND, READ AND WRITE
- ❖ A range of activities via reciprocal teaching continue to be undertaken
- ❖ Children use Elkonin boxes and dicritical marking to distinguish sounds
- ❖ Partner dictation and other literacy activities occur around spelling stories related to the taught phoneme

sh	e	d		
ch	i	p	s	
b	r	i	dge	
l	e	ng	th	s

Spelling

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
- ❖ Tricky letters - looking at the position of tricky letters as an aid to spelling
- ❖ 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 eg there, their and they're

Reading

- ❖ Children will read **at least** two novels each session
- ❖ The first novel read will usually be a whole class novel where the teaching focus is on modelling Active Literacy Reading Strategies
- ❖ Novels chosen for the modelling block have been specifically identified to provide opportunities for reflection and discussion
- ❖ The six Active Literacy Reading Strategies are practised, embedded and extended as children progress through the school:
 - Prior Knowledge
 - Metalinguistics
 - Visualisation
 - Inference
 - Main Ideas
 - Summarisation
 - Children will also read **AT LEAST** two non-fiction texts, back to back
- ❖ Children choose a book to read for enjoyment
- ❖ A variety of interventions to support children with reading and writing difficulties are deployed

Listening & Talking

- ❖ Children practice listening and talking skills through all curricular areas, including those activities connected to their reading comprehension and Big Writing activities
- ❖ Children progress to using effective questioning as well as listening for specific information
- ❖ Interdisciplinary learning (IDL) and cooperative learning approaches offer 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, through class assemblies and through participation in pupil led groups
- ❖ Whole school talk assemblies encourage talking and listening around a variety of subjects at home.

Helpful Websites

- ❖ Literacy Practice
<http://www.crickweb.co.uk/ks2literacy.html>

Writing

- ❖ Children write on an almost daily basis through literacy encounters e.g. grammar and punctuation or linked to interdisciplinary learning e.g. a fact file
- ❖ There is one taught writing lesson per week following the Big Writing approach focussing on writing across a number of genres.
- ❖ Teachers support the children to explore "model" texts, breaking it down into features/vocabulary and aim to up-level it to make it a good model of genre
- ❖ As children progress, extended writing may be over a longer period of time
- ❖ Expectations on length, vocabulary and quality increase as children progress through the levels

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>



Portlethen School

Literacy

Second Level

(Primaries 5 -7

for most children)



Supporting your child with
literacy