

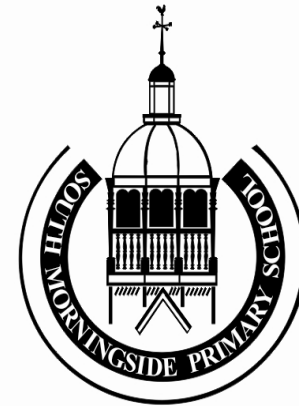
Suggestions for reluctant readers

Reluctant readers are often reluctant because they associate reading with schoolwork, studying, parental pressure, and other less-than-awesome activities. As the leisure options for children continues to increase with portable video games and smart phone apps abounding, the number of children reading for pleasure has been on a steady decline. Having fun, no matter the material, is the first step toward a life of book-loving. Below are some ideas to help your child become a reader:

- Use whatever reading matter will interest your child i.e. instructions for making a model, a motorbike magazine
- Computer generated information counts-encourage computer addicts to read the text on the screen
- Joke books are a perfect way to turn reluctant reading into hilarious hobby.
- Give your child the book of a movie they liked
- If reading aloud is a struggle then read with your child. This makes the task easier and can really improve their confidence

At all times be supportive and enthusiastic while your child masters the complex skill of reading.

South Morningside Primary School



The Big Read in Primary 2

A Guide for Parents

Dear Parents/Carers

At South Morningside Primary School we have adapted our reading programme to ensure we are focussing on the teaching of reading and not just the hearing of reading. This is an exciting initiative based on sound research evidence and is entirely consistent with the philosophy of the Curriculum for Excellence.

This way of teaching reading has proved to be successful in equipping pupils of all abilities with the skills and motivation necessary to become improved and more enthusiastic readers.

This booklet is intended to outline briefly what happens in your child's class and how you can help them at home.



Handy Hints for at Home

- Take your child to the library. Help them to use the classification system to locate books on a particular topic.
- Encourage your child to read information books for enjoyment.
- If your child has a question, encourage them to use the internet or an information book to find the answer. Point out the importance of knowing key words so you can effectively use the index of a book or enter an internet search.
- Help and encourage your child to use a dictionary, if they are unsure of meaning or how to spell a word.
- If children are asked to carry out a piece of research and write a paragraph on their findings, they often find it difficult not to copy from the book. You can help your child to take notes by encouraging them to only write down the important key words. Next take the books away, so they are only left with their key words. Finally, encourage your child to use the key words to produce sentences about their findings.

Reading for Information

Reading for information is a skill we require in everyday life. To teach this important component of reading we break it down into number of key skills.

- **Interpreting illustrations/diagrams**
- **Selecting books according to a classification system**
- **Alphabetical Order**
- **Using a table of contents and index**
- **Using a glossary**
- **Forming research questions**
- **Skimming**
- **Scanning**
- **Finding a main idea**
- **Finding supporting details**
- **Notetaking**
- **Organising material/information**
- **Relating/presenting information**

In the early years pupils will be given support with these skills, with the aim being by primary 7, that most children will be independent.

How reading works in Primary 2

In Primary Two your child will be learning and practising their reading 3- 4 days a week in school. We call these sessions Big Read as all children are working on their reading at the same time.

Sessions will include working with the teacher on comprehension and text attack skills, reading aloud for fluency and for expression, word recognition, understanding and comprehension, prediction and retelling. They will also be engaged in groups or independently in a wide variety of text-based activities, including literacy games, computer programmes and written activities.

They will be furthering their knowledge of phonics to decode words and will also be given opportunities to read fiction, non-fiction, plays, poetry and other types of text.

Your child will continue to be introduced to three new **tricky words** each week - words that cannot be sounded out but have to be learned. These need to be practised every day.

The structure of our Big Read

There are four key elements to our reading programme:

- **Core Reading** - there will be *more* of an emphasis on the teaching of reading and less on the hearing of reading
- **'Reading for Enjoyment'** is a very important element in teaching children to read
- **'Reading for Information'**- a skill which permeates the whole of the curriculum, at all stages of learning
- **Writer's Craft** - understanding the author's use of language through reading and making the connection with writing



- **Encourage them to read in bed** - once children can read, allow them the special privilege of staying awake ten to twenty minutes extra to read by themselves in bed. If they play instead, turn out the light. They will learn to value this special time and develop a lifelong habit of reading for pleasure.
- **Offer them a variety of texts** - not everyone enjoys fiction. Boys in particular often prefer factual books. Provide magazines on areas of interest. Catalogues are often highly interesting to young children, particularly if they contain pictures of and information on toys.
- **Give books and book tokens** - show your child that books are as important as toys and clothes on birthdays and at Christmas.
- **Join the library** - it's free and provides lots of books for keen readers.

One of the best gifts you can give to your child is to show them the joy of reading. Your example and encouragement will support them in this achievement.

Reading for Enjoyment

Many children are able to read at a higher level than their ability to discuss or demonstrate their comprehension skills. So in addition to their reading instruction book, your child will bring home a book to read for enjoyment. This book may be fiction or nonfiction. These books will be changed when your child has finished it. If your child prefers, they may read a book or other text that they have at home or have got from the public library.

The important thing is that your child has an opportunity to enjoy a book about a subject they are interested in or feel is at a suitable level of challenge. In this way it is hoped to establish the very important habit of reading regularly.

Handy Hints for at Home

- **Be a role model** - children learn by copying others, so let them see you read.
- **Read to your child** - They are never too old for this even if they are competent readers! Children love to be read stories that are too hard for them to read yet.

Core Reading

When learning to read, pupils need to be taught and learn how to use a vast amount of strategies and skills. This needs to be carefully planned for to ensure that all of these skills are acquired, practised and developed.

Some are covered each day and the following programme ensures that all skills are included.

1. The whole book - Enjoying
2. The sentence - pursuit of meaning
3. The words - Author's use of language
4. The sounds - decoding

Whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day.

Handy Hints for at Home

This is a list of suggestions that you and your child can use for reading homework which complements the reading and activities carried out each day in class.

- Ask them to retell the story to you in their own words.
- Ask them about the characters, their feelings
- Ask them where and when the story takes place.
- Let your child read the pages indicated to you and give them lots of praise.
- If they are finding it tricky, try reading it together first (at the same time).
- Discuss the meanings of any difficult words.
- Look together at any interesting or tricky words, particularly the high frequency words like **said** or **was**
- Discuss the tricks in the words - for example - giant where **g** says **j**
- Discuss the makeup of any interesting words - e.g. photograph
- Ask them about the story in general and discuss their favourite pages and characters, illustrations and phrases.

Reading Homework in P2

It has been found that the following routine of home reading has a very positive effect on a child who is learning to read and it is therefore important not to miss out any of the steps. Your child will be reading regularly in class and doing many associated tasks and games. At home your child will be asked to repeat what has already been taught in school but, as you know, "Practice makes perfect".

Day 1: *Let your child read the pages indicated to you. Talk about the pictures, the characters, their feelings and where the story takes place. You may also wish to talk about vocabulary that is new or difficult to understand. Remember to give lots of praise.*

Day 2: *Let your child read the pages indicated to you. Talk about the punctuation -full stops, capital letters, question and exclamation marks and about how and why they are used. Remember to give lots of praise.*

Day 3: *Complete one of the activities from the Reading Activity Card.*

Day 4: *Let your child read the whole book to you. Talk about their favourite pages, words and pictures. Cover the pictures and see if they can still read it.*