



Good Reading Tips

- Find a quiet comfortable place to read together where there are no distractions
- Help your child to point to the words as he/she reads
- If a word is nearly right or gets stuck, suggest reading the sentence together, rather than saying 'no, that's wrong'
- Discuss the illustrations which are detailed and often humorous and give the story more depth
- Play games with the book - e.g. find a certain word on a page, look for rhyming words, words that begin or end with the same sound etc.
- As the stories become more advanced you can encourage your child to predict what might happen next



South Morningside Primary School



Starting to Read The Big Read in P1

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.



- **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 toys.
- **Reading can happen anywhere** - the world opens up to a child when they realise they can read the words that are all around them. Encourage your child to read signs, the side of the breakfast cereal box, advertisements, your shopping list, words on the computer screen, the opportunities are endless.
- **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.



Handy hints for home

- **Be a role model** - children learn by copying others, so let them see you read.
- **Read to your child** - children love to be read favourite stories and ones that are too hard for them to read yet.
- **Dig deeper into the story** - ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"
- **Encourage them to read in bed** - once children can read, allow them 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.
- **Play word games** - have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

How reading works in Primary 1

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

The focus for much of the teacher led sessions will be on developing reading skills rather than on hearing children read. Often this will mean your child may have the same book for a week to allow the teacher to cover the range of skills.

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

The children 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.

Wordless Books

The first 'reading' books that your child will bring home tell a story through illustrations rather than text. This allows children to learn how stories work and the order and direction in which they read.

The absence of text encourages the children to focus on the illustrations in order to find out what is happening in the story. By learning to retell the story in their own words, they are developing the oral skills needed to become successful readers.

How can you help at home?

Day 1:

- Tell your child the story in your own words. There may be a prompt card supplied to help.
- Look at the pictures in the storybook. Talk about them and tell the story together.

Day 2:

- Ask your child to re-tell the story in their own words. Encourage them to add as much detail as possible.

- Look at the words and talk about the different letters they start and finish with, the letters in the middle and what sounds they make and the hidden words inside bigger words (for example *the* and *he* in *they*).
- Point out the full stops, capital letters, question and exclamation marks and talk about what they do.

Day 3

- Today let your child read the pages indicated in your child's reading diary. Remember to give lots of praise.

Day 4

- Today your child can read the whole book to you. Talk about their favourite pages, words and pictures and characters.
- Cover a few of the pictures and see if they can still read the text underneath.

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

The Big Read at Home

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. You and your child are encouraged to follow the routine outlined below for reading homework which complements the reading and activities carried out each day in class.

Day 1

- Today read the story to your child and discuss what happens and why.
- Talk about the pictures, the characters, their feelings and where the story takes place.
- You may also wish to talk about the title, author and illustrator.

Day 2

- Today you share the book together. You and your child could read it at the same time or you may prefer to read a page each. Talk this time about the letters, the sounds

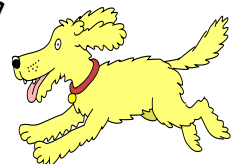
The Big Read Sessions



There are four key elements to our reading programme:

- **Core Reading** - there is *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

Oxford Reading Tree is the main reading scheme we use at South Morningside Primary, however we also provide the children with a range of real books, non-fiction texts, plays and poetry. Through the Oxford Reading Tree books the children will become familiar with Biff, Chip, Kipper and Floppy.



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

Tricky Words

Your child will also bring home a word cards. These are the tricky words - words that cannot be sounded out but have to be learned. These need to be practised every day. To make it a bit more interesting, you could try making an extra set and play pairs or snap etc.

Reading for Enjoyment

In addition to their reading instruction book, your child will bring home a book to read for enjoyment. These books will be changed each week and should be returned to school on the day noted. At this stage these books may be too hard for your child to read themselves but are ideal for sharing with your child.

Reading for Information

Reading nonfiction is a great way for children to learn about the world around them. There are so many fascinating nonfiction books available to children today that cover an endless range of topics. In P1 children will learn about indexes, content pages and vocabulary specific to nonfiction text.

Writer's Craft

There will be lots of discussion about the author's use of language - do they like it? - why has that word been used? - what does that tell us? etc.