



P1 Literacy Curricular Afternoon



Kinellar School - Active Literacy



- ▶ The essence of the Active Literacy programme:

“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate is central to an individual’s development and well being in society”

- ▶ Effective, enjoyable, relevant learning
- ▶ Literacy skills for 21st Century life



What are phonics?



https://www.youtube.com/watch?time_continue=376&v=42jb6PopZCI&feature=emb_title

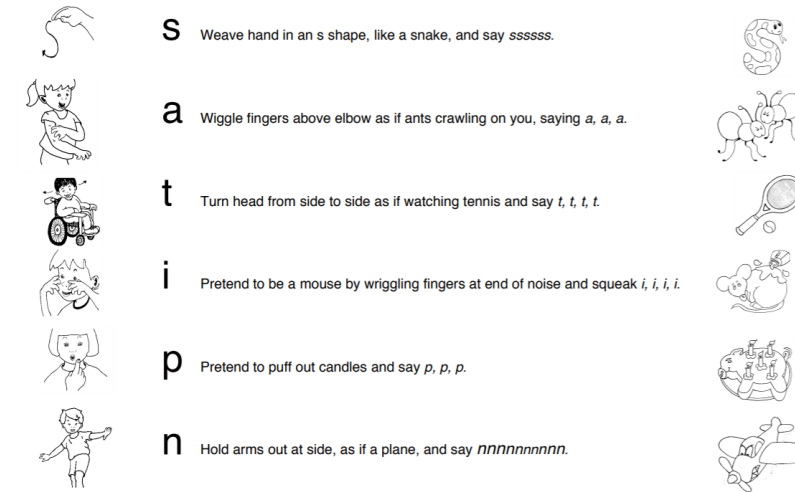
This video provides an overview of how phonics helps children to read and write.

- ▶ We follow the Active Literacy Programme
- ▶ However we use Jolly Phonics as a resources – songs and action for each sound taught



Jolly Phonics

- ▶ Introduce all initial sounds by end of February.
- ▶ Following this, pupils will begin to explore diagraphs.
- ▶ Phoneme – sound
- ▶ Grapheme – written representation of sound



Early Stages of Phonics/Spelling

- ▶ Five fingered approach – Say, Make/Break, Blend, Read, Write
- ▶ Firm phonetic knowledge established
- ▶ Time for revision and consolidation is written into the programme
- ▶ Identifying phonemes (sounds) in words – sh, ch, th, ai, ea, oy etc
- ▶ Multi sensory approach
- ▶ Integrated and active
- ▶ Weekly phonics
- ▶ Common and sight words





Games

Craft
Activities

Opportunities
to explore and
investigate



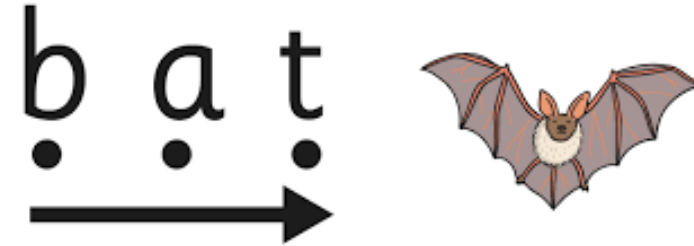
Written
Formation



Typical Phonics Lesson

Blending

- ▶ Use knowledge of initial sounds
- ▶ 'Sound out' the individual sounds (phonemes)
- ▶ Encourage children to begin to blend sounds together to create words. b at bat
- ▶ Important skill for reading and writing.



twinkl.co.uk

Blending Unknown Words

- 1** 
Can I read this word? No? Step 2.
- 2** 
Identify the sounds.
- 3** 
Blend the sounds together.
- 4** 
Say the word and identify its meaning.

www.phonicshero.com

Word Bags

Common Words

- ▶ Phonetically decodable words
- ▶ E.g. a at in it
- ▶ am did can

Sight Words

- ▶ Not decodable
- ▶ Learn shape, pattern and within context
- ▶ Introduced so far - the, I,
- ▶ Other examples - have, was, old, make

- ▶ Word bags provided to support this learning at home

a	at	the
I	in	it
an	is	and
am	me	my
did	as	he
can	we	into
go	got	get
if	for	on
be	but	you
was	went	his
have	just	to
your	by	only
are	dad	not
she	come	from
this	that	then
with	us	so
much	of	or
old	do	going
out	now	new
one	first	little
had	see	has
play	no	look
make	like	made
said	big	could
our	down	off
him	all	came
here	her	before

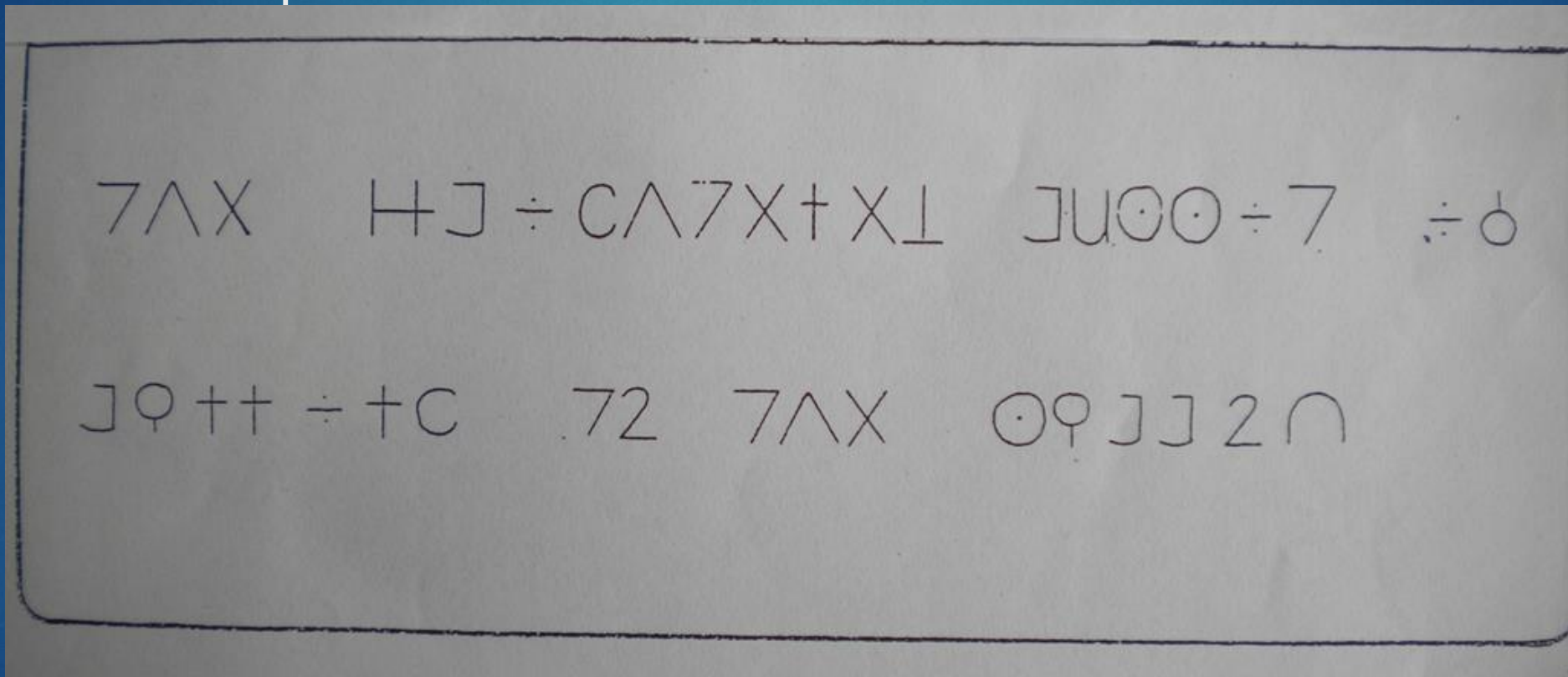
P1 Word Bag

Throughout Primary 1 words will be regularly added to your child's word bag. Being able to recognise, read and (finally) write these high frequency words will give them a good basis to develop their own reading and writing skills. Please spend a few minutes regularly practising these words. Here are a few fun ideas to get you started!

- Talk about the words: are they short/long/tall, are there any sounds/letters the child recognises?
- Can they find the same words anywhere else? What about in their favourite book?
- Try making the words out of playdoh, pasta, buttons, pipe cleaners or writing it in sand/in the air/on their palms.
- Jumble up the word and ask your child to put the sounds in the correct order.
- Finally practise writing the words with your child with pencils, pens, chalks, paints or even use squeeze water bottles to write the words on the ground outside.

Reading

Read this please...



Does this help?





How did you tackle this task?

Did you...

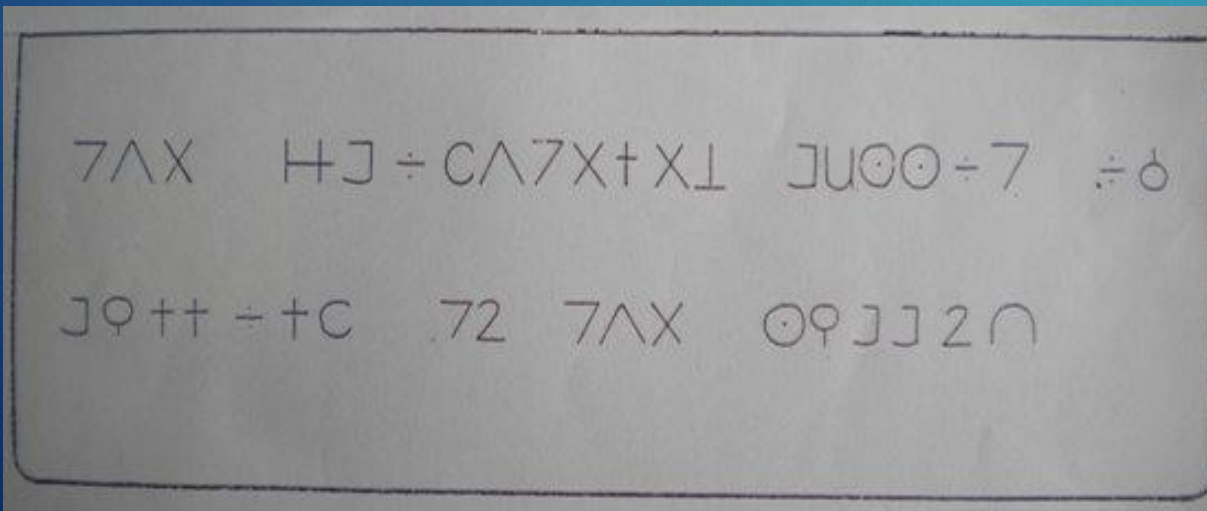
Use the picture clues?

Look at the 'letters'?

Look at the number of 'letters' per word?

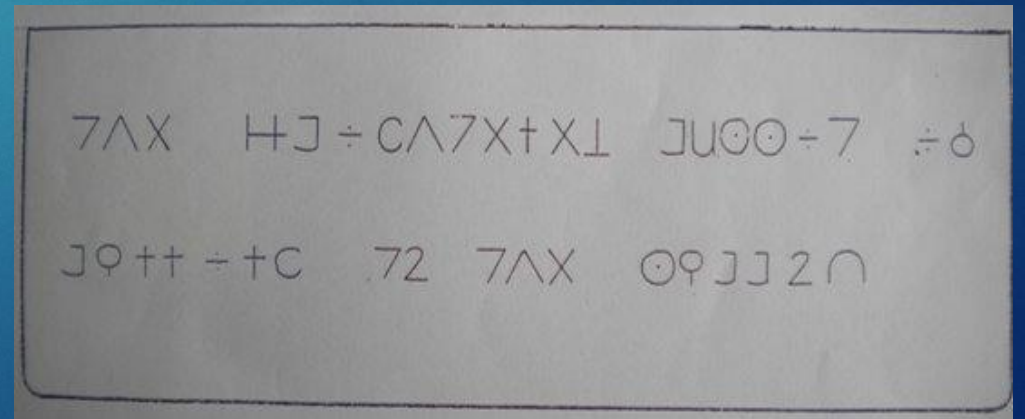
Make predictions?

These are all valid strategies which children are encouraged to use when learning to read.





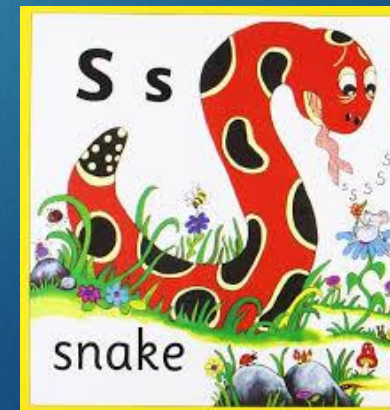
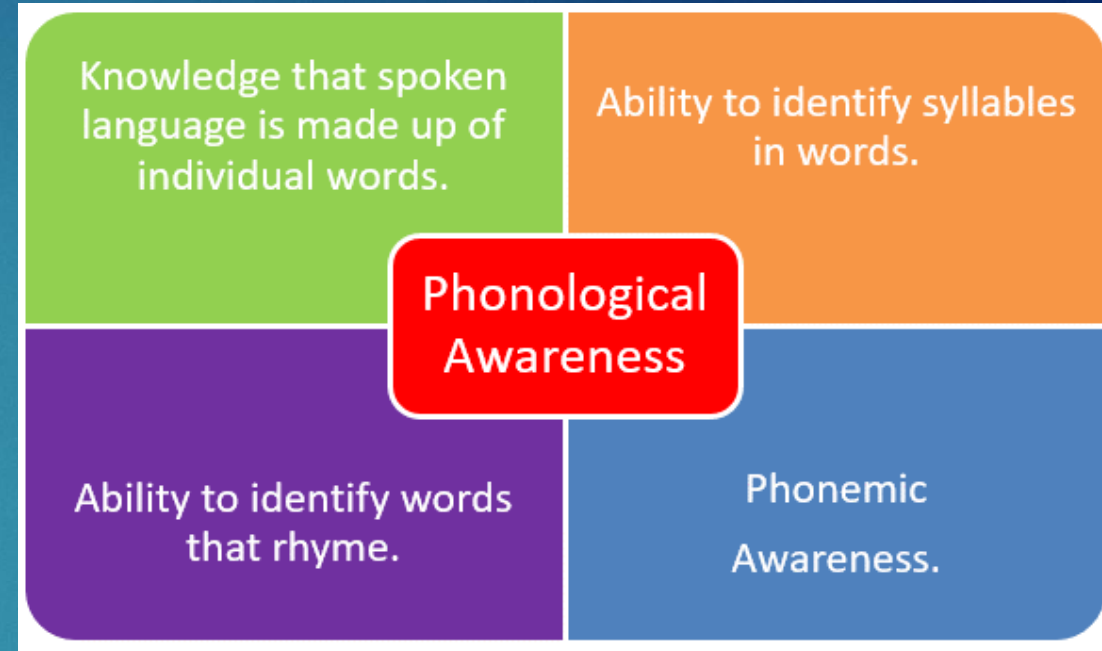
The frightened rabbit is running to the burrow.



The Five Pillars of Reading

- ▶ Phonological Awareness – Your child’s ability to hear, recognise and manipulate sounds.

- ▶ Phonics – The matching of sounds with correct letters and letter patterns. Your child will learn to visualise and verbalise these sounds, letters and words, which is the foundation for reading.



- ▶ Vocabulary – A strong vocabulary helps your child identify and understand more complex words, building upon previously learned words and acquiring new ones.
- ▶ Fluency – The child's ability to read accurately, expressively and at an appropriate pace.
- ▶ Comprehension – Your child's ability to understand and retain information to create meaning from the text.



Learning to Read

We focus on four main reading strategies in Primary One to help us decode our Phonics based reading books:



- ▶ FIND – Find the words that you already know.

Knowledge of common words will help – P1 Word Bag



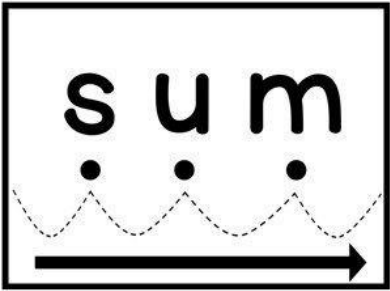
A big dragon balloon!



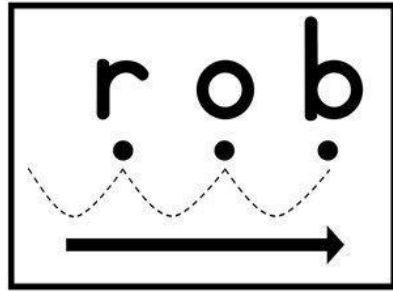
- ▶ POINT – Point carefully to each sound and word.



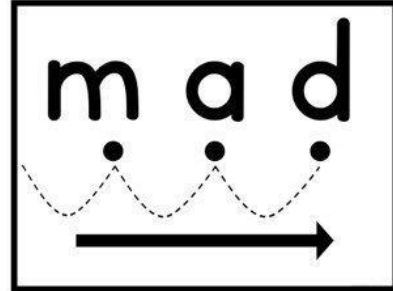
s u m



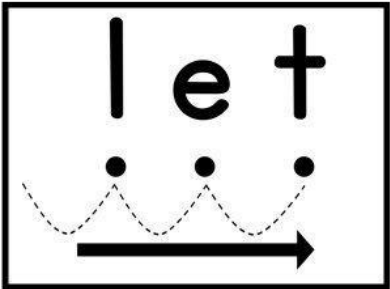
r o b



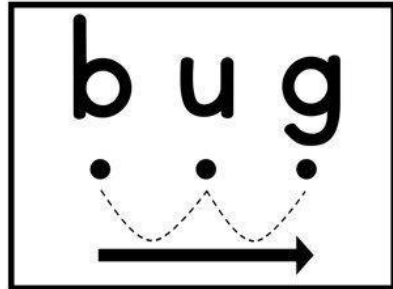
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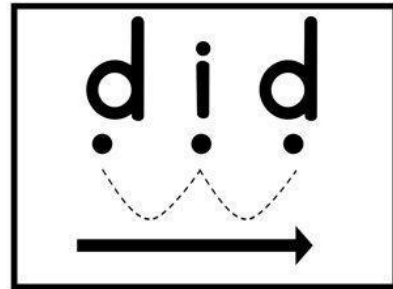
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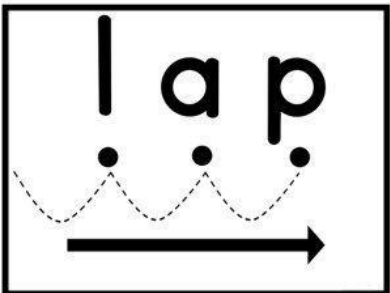
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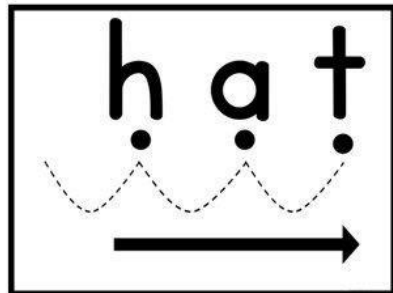
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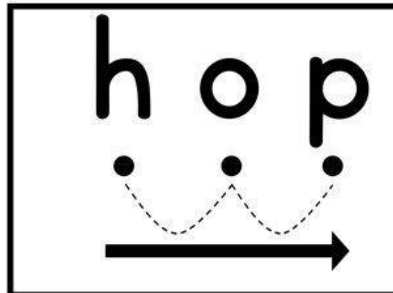
l a p



h a t



h o p



- ▶ BLEND – Blend each sound and word.

CVC – consonant, vowel, consonant

cat, dog, lid

Move on to CCVC and CVCC words

Common Words – Sight Words

Dad had a bug ...

A big,
bad bug.

... as big as a rat.



6

7

- ▶ REREAD – Did it sound right? Did it make sense?



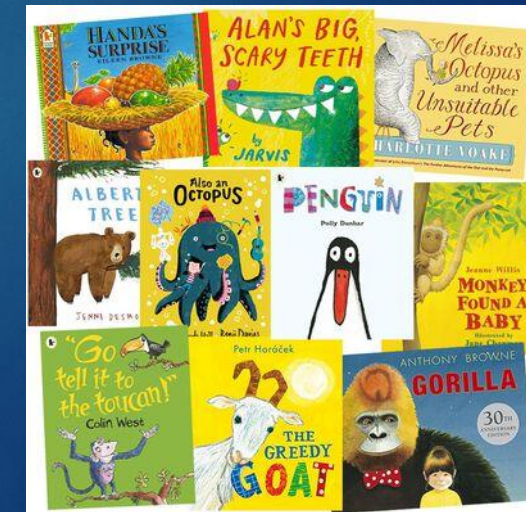
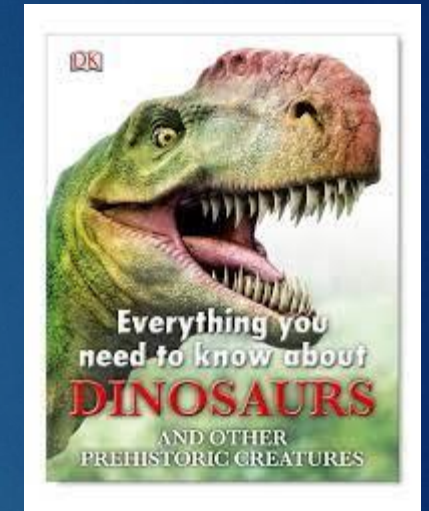
Reading for Enjoyment

Child chosen book
e.g. Bedtime Story

More exposure to
different vocabulary

Excitement about
reading

Fiction and Non-
Fiction

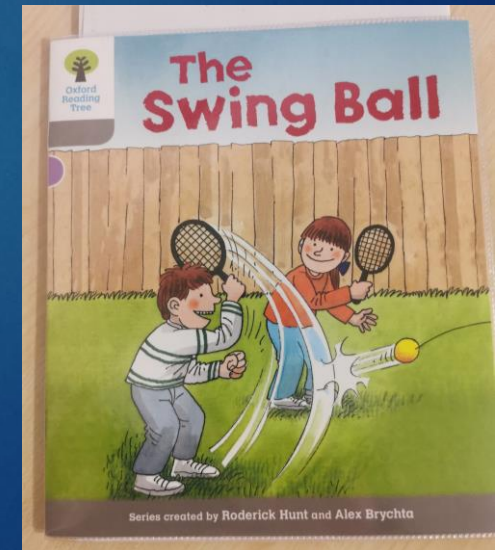
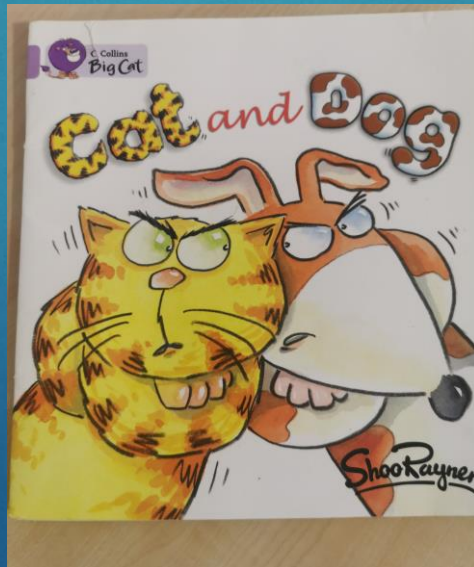


Reading Questions and Concerns

At Kinellar School, we use a variety of reading schemes, in order to give learners a broad range of books to enjoy.

Please do not be concerned with the level printed on the book, as we use a separate book banding system.

Reading is usually taught and sent home twice weekly in Primary One.



► *Why does my child's reading book have no words?*

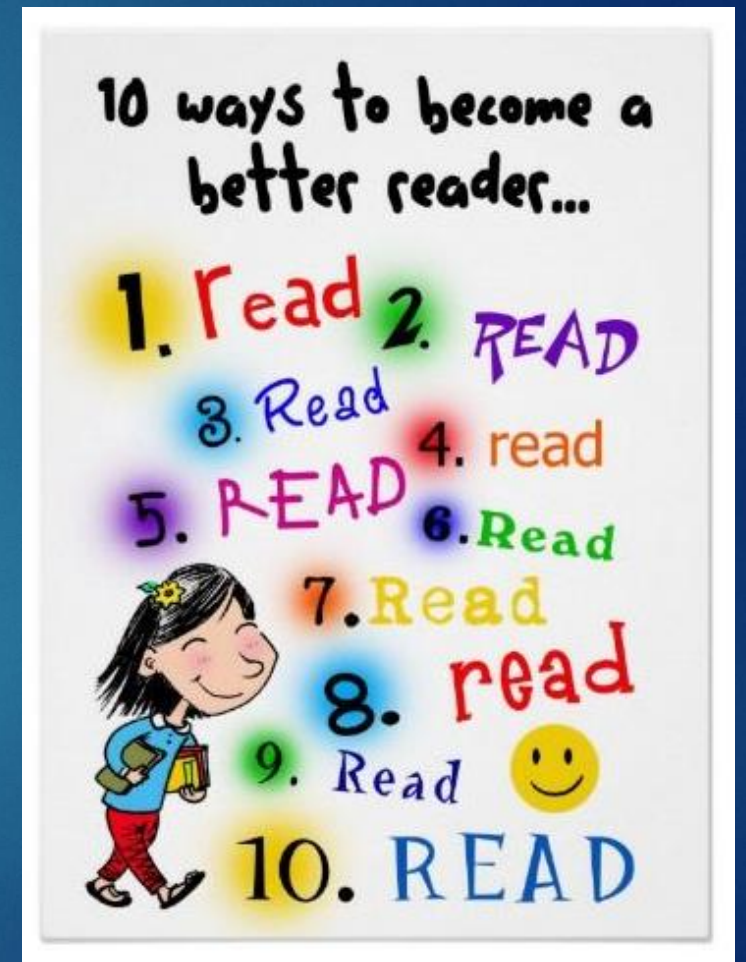
This is perfectly normal. All children will begin with these. It teaches the conventions of reading, encourages discussion, looking closely and following a story.

► *If I cover the picture my child can't read.*

Using the pictures to predict is an important part of learning to read. It also helps to build confidence as children feel like they are reading successfully.

► *My child is just guessing the words.*

This is ok – children will do this when learning to read. Again it builds confidence.



How can I support my child with Reading homework?

You can make reading fun by:

- ▶ Having a familiar or special place at home where reading takes place.
- ▶ Talking together about a family experience that may be linked to the story.
- ▶ Looking at the book and talking about the front cover and illustrations.
- ▶ Reading the extended story to your child (if the book has one).
- ▶ Reading the text together with your child.



Things to Avoid

Try not to:

- ▶ Turn reading into a test to see how much your child can or cannot read.
- ▶ Make your child read text without the illustrations being visible.
- ▶ Make reading into a race from one book to the next.

Most importantly, reading should be fun!



Fine Motor Skills

To write well, children need to develop strength and control the small muscles of their hands and fingers.

Build with Lego



Play with Loose Parts



Playdough



draw or colour-in



thread beads



practise zipping up jackets



sort pompoms using tweezers, cut and stick and use chalk.

Pencil Grip

- ▶ For neat and fluid writing without getting tired or being uncomfortable.
- ▶ Children develop the physical skills to hold a pencil well at different times.



Use broken crayons, mini pencils

Hold a pom pom with the ring and middle finger

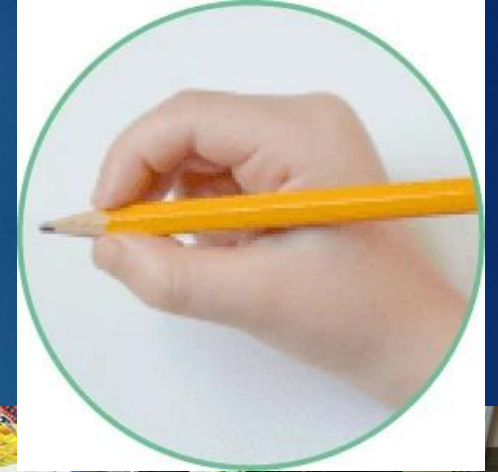
Use tongs or tweezers

Pop bubble wrap

Write/draw on easels

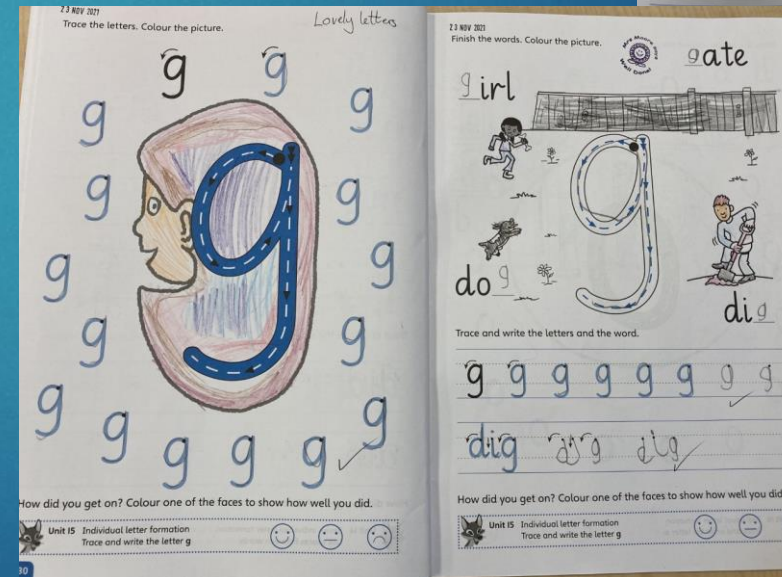
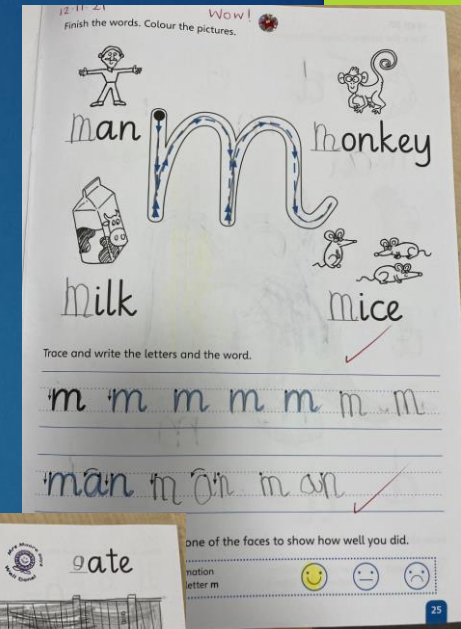
Pencil grips

Youtube videos such as Pinch and Flip!



Letter Formation

- ▶ Neat, legible writing for them and others to read.
- ▶ Fluid writing as they develop and write more.
- ▶ Better letter formation is linked to better letter recognition.
- ▶ The focus becomes what they write –not how.



Practise correct letter formation

in sand or mud

in shaving foam

on steamy mirrors

in rice, salt or flour

on someone's back

with chalk on a path



Letter Formation

Use lower case letters

Start at the top of a letter or near the top of a curve

Curves go anti-clockwise

Practise groups of letters

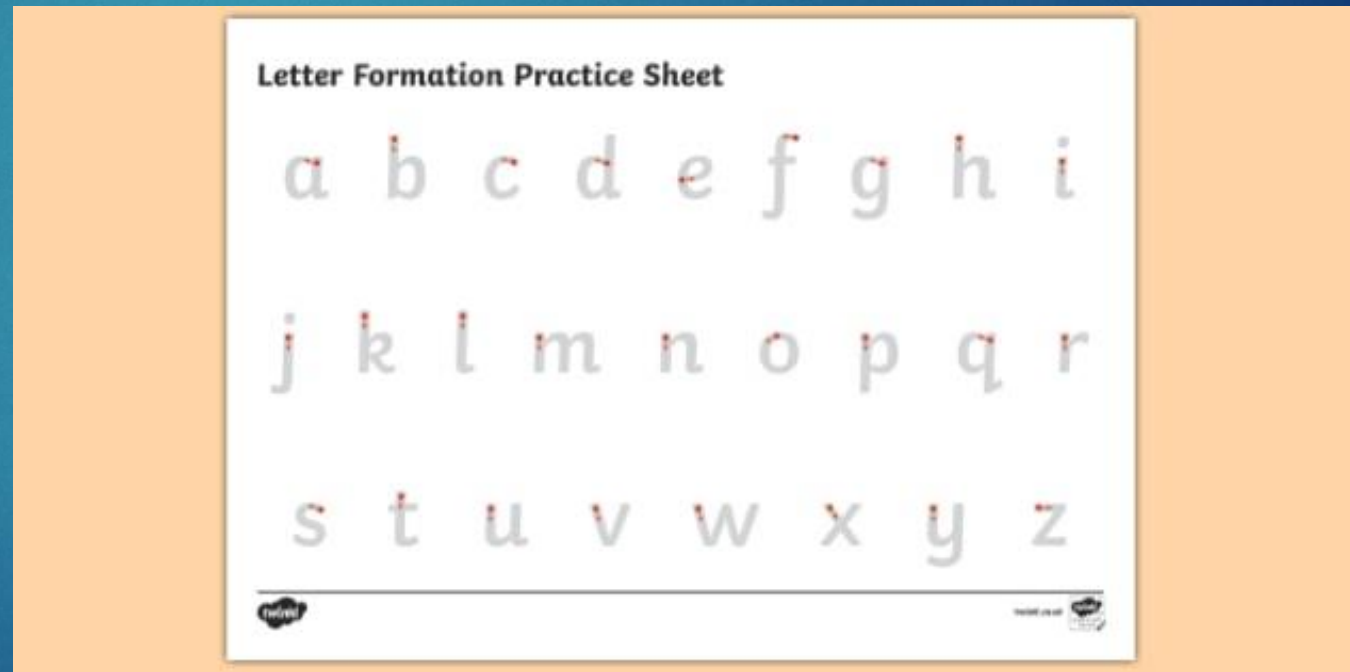
c a d g o q s

i j l t

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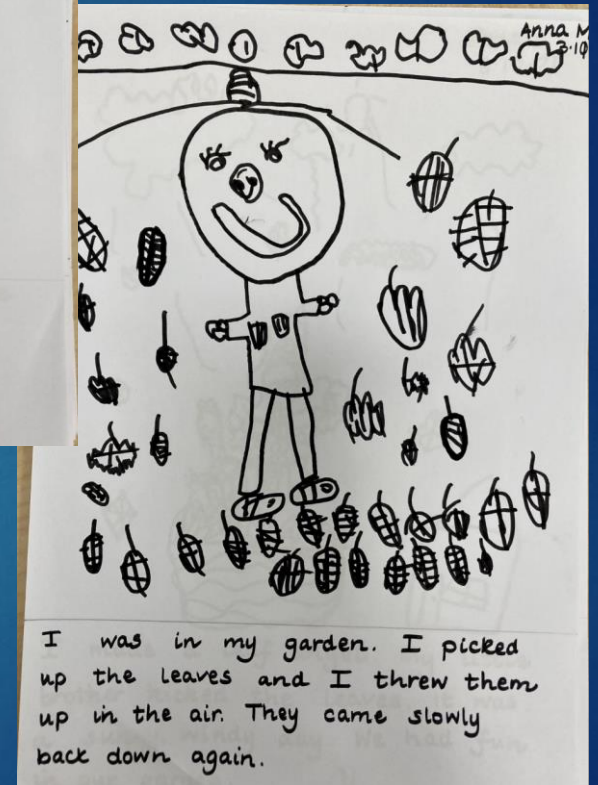
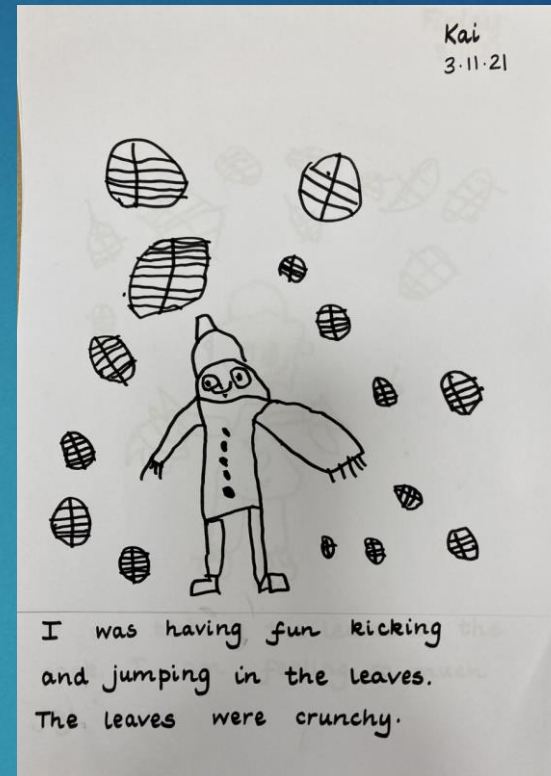
u y v w x z



Story writing

Foundations of Writing

- ❖ Draw to record experiences, feelings and ideas.
- ❖ Talk about the picture as they draw.
- ❖ Tell their story to an adult who scribes for them.
- ❖ Listen as the adult reads back their story.
- ❖ Share stories with the class and celebrate success!



Guided Writing

Look at a picture and talk about it

Sound out some words

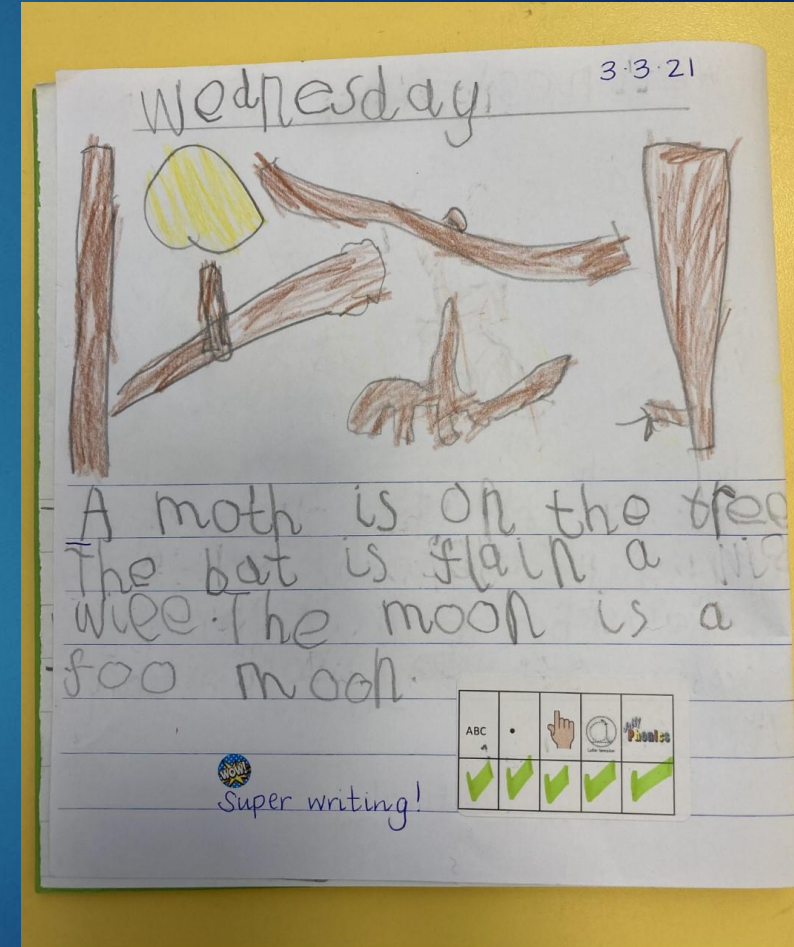
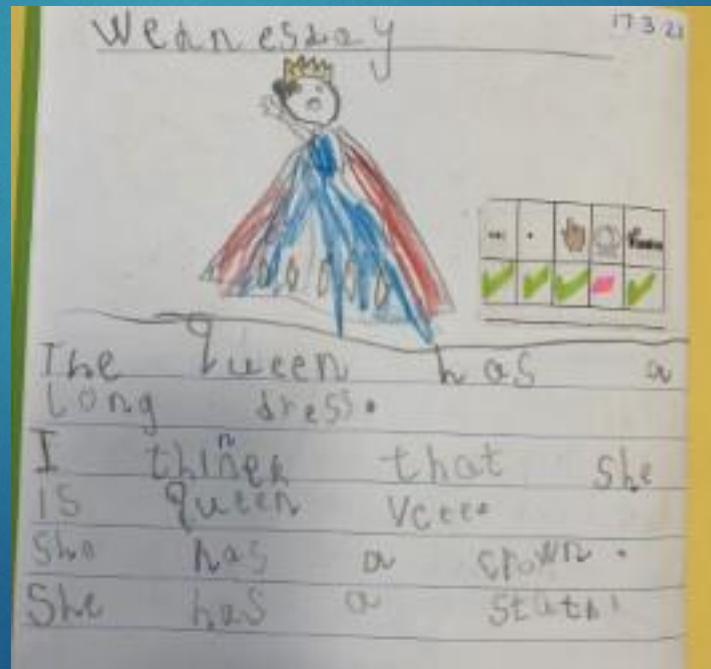
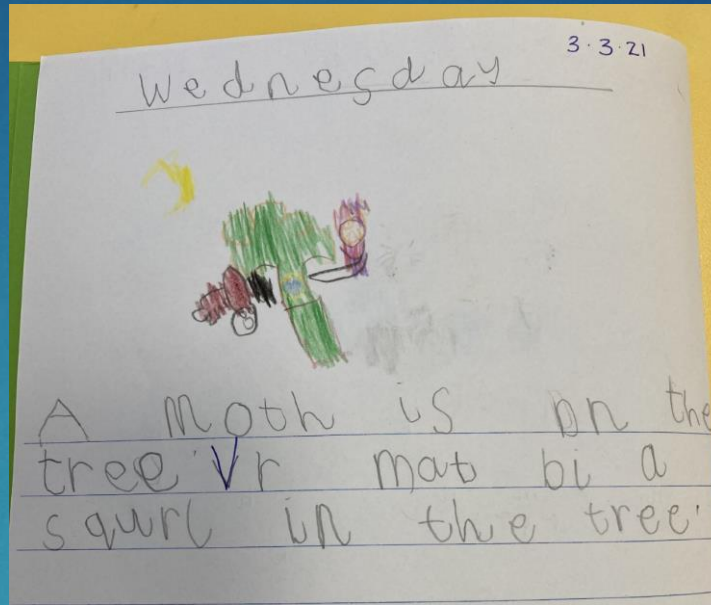
e.g h-e-n n-e-s-t

Class suggest and agree on a sentence to match the picture

Children copy sentence. Teacher models capital letter, full stop, finger spaces and letter formation.

Some will write one or more additional sentences. A lot of skills are needed.

Mistakes are good! They are not expected to spell words accurately at this stage.



Writing As They Play

Invitations

Shopping lists

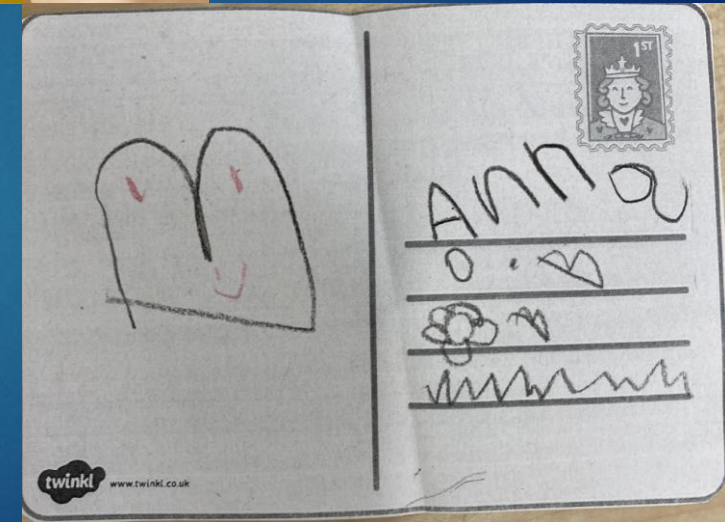
Phone pad

Diary

Birthday cards

Envelopes

Postcards etc



Thank you for your time

- ▶ We hope you have found this session helpful and you now have an overview of Literacy in Primary 1.
- ▶ Please leave us some feedback using this link:
- ▶ <https://forms.office.com/r/mB3i4S6bqs>
- ▶ If you have any further questions about supporting your child, please get in touch with their class teacher.

