

In addition, children are encouraged to choose a book from the school library which they may read in class or at home.

Lots of reading happens in all other curricular areas; reading instructions from a worksheet or the white-board or information from texts and the internet.

How can I help my child?

- * Let your child see you reading.
- * Read to your child in a relaxed , cosy setting.
- * Share books with them—you read a page then they read a page.
- * Incorporate reading into other activities, eg. ask them to read a recipe for something you are cooking.
- * Discuss what your child is reading, eg. Ask about their favourite character or the story-line.
- * **Make time for reading.** Even ten minutes every night will make a difference



What can I ask about my child's book?

- * What did you enjoy about your book and why?
- * Who is your least/favourite character from the book and why?
- * What three questions would you ask a character from a book?
- * Has your book been made into a film? Is the story the same as the book?

Suggested Websites

Scottish book trust:

www.scottishbooktrust.com/reading/book-lists

Love reading: www.lovereadng4kids.co.uk

Fantastic fiction:

www.fantasticfiction.co.uk

www.readingrockets.org



Information for Parents On Reading



The more that you read, the more things you will know. The more that you learn, the more places you'll go.

Dr Seuss



Reading opens the door to learning and to the world. It underpins everything we do and is essential to everyday life. In order to survive, we need to be able to read instructions, signs, and safety information as well as reading for pleasure.

When children begin school the focus is on phonics and sight vocabulary related to their reading book.

By the time children reach Middle school most of them can read, many fluently. Our job is to further improve their reading skills by developing higher order reading skills, to increase the range of texts our children read and to foster a love for reading and books.

Successful readers use many strategies to help them to understand the text.

- Phonics (sounds and spelling)
- Grammatical knowledge
- Knowledge of punctuation
- Word recognition and graphic knowledge
- Knowledge of context
- Knowledge of spoken language skills



Reading in School

P1-3

In Primary 1 the children are introduced to Jolly Phonics to learn initial sounds and blends. This is done alongside the development of sight vocabulary. The children are encouraged to learn their new words at home before sharing their reading book.

In Primary 2 phonics is further developed with homework related to the weekly sound taught in class and 'tricky words' that can't be sounded out are introduced. Reading books are sent home for children to practise and share their reading.

In Primary 3 the pupils continue to share their reading books at home whilst in class they are starting to use 'Keys to Literacy' characters, eg Declan Detective, to complete simple tasks such as prediction.

Higher Order Reading Skills

Once children have a good knowledge of phonics and word building we move on to develop Higher Order reading skills. These are:

- * Inference
- * Deduction
- * Prediction
- * Skimming and Scanning



P4-7

By the time children reach P4/5 they use the range of strategies that they have been taught in the early years. Our job is to build on these and develop the Higher Order Reading Skills.

Children read every day in school in lots of different situations.

Reading Circles

Each class does Reading Circles every day with texts chosen to suit the level of the children. Children read the book and then complete some activities related to the text. Each group has a focussed session with the teacher which helps develop Higher Order reading skills by, analysing the text, discussing new vocabulary and how a story is put together. When the book is finished in class, pupils will take it home to share and discuss.

Buddy Reading

In P5 –7 pupils have a block of Buddy Reading where they read a novel with a partner and then complete follow up activities.

Paired Reading

Pupils from P3, P4 and P5 who would benefit from extra reading sessions are identified early in the year and paired with an older pupil for blocks of reading.

Keys to Literacy

This strategy is used from P2 upwards; encouraging pupil discussion about text, to introduce text investigation roles and facilitate independent reading with purpose