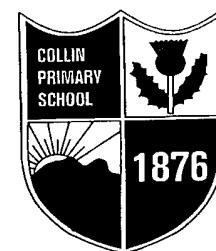




Collin Primary School

Literacy and English at

First Level





Introduction—First Level

Here at Collin Primary we recognise that Literacy and English skills are important to a child's success—both at school and in everyday life. Being confident in all aspect of reading, writing, listening and talking is important for every child's personal development. This booklet is to give you an understanding of what we do at this school to help develop your child's skills, and the methods and resources we use to do so. It is not exhaustive, and as we know, things change over time, but hopefully this booklet will also help you as a parent and help you understand how Literacy and English is taught.



Useful Websites

- www.bbc.co.uk/education (choose early/first level then literacy)
- www.topmarks.co.uk (select English)
- www.primarygamesarena.com
- www.doorwayonline.org.uk/literacy
- www.storylineonline.net
- www.crickweb.co.uk/ks1literacy.html
- www.activelearnprimary.co.uk
(Bug Club)

If you go onto these websites and the levels are based on the English curriculum—the equivalent of First Level in Scotland is KS1 (Key Stage 1)



What I am learning in School

These are the skills I'm developing in 1st level for **LISTENING & TALKING...**

- I select spoken texts regularly for enjoyment or to find information for a specific purpose and am able to give a reason for preferences.
- I take turns and contribute at the appropriate time when engaging with others in a variety of contexts.
- I listen and respond appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.
- I apply a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.
- I identify the purpose and main ideas of spoken texts and use the information gathered for a specific purpose.
- I make relevant notes under given headings and can use these for different purposes.
- I use notes to create and sequence new texts.
- I ask and respond to different types of questions to show understanding of the main ideas of spoken texts.
- I recognise simple differences between fact and opinion in spoken texts.
- I communicate clearly and audibly.
- I contribute to group/class discussions, engaging with others for a range of purposes.
- I select and share ideas/information using appropriate vocabulary in a logical order.
- I select and use, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.

What I am learning in School

These are the skills I'm developing in 1st level for **READING...**

- I select different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.
- I explain preferences for particular texts and authors.
- I read aloud a familiar piece of text adding expression and can show understanding.
- I read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.
- I use a range of word recognition strategies independently.
- I decode unknown words by locating and pronouncing familiar letter patterns and blends.
- I use context clues to read and understand texts.
- I use punctuation and grammar to read with understanding and expression.
- I identify and find key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.
- I make notes under given headings for different purposes.
- I identify the main ideas of texts.
- I make appropriate suggestions about the purpose of a text.
- I answer literal, inferential and evaluative questions about texts.
- I ask questions to help make sense of a text.
- I recognise the difference between fact and opinion.
- I offer my own ideas about characters, writer's use of language, structure and/or setting.
- I offer my own ideas about the writer's message and, when appropriate, relates these to personal experiences.

Helpful Hints and Tips for Developing my Spelling

Ocean: Only Cats' Eyes Are Narrow

Rhythm: Rhythm Helps Your Two Hips Move

Necessary: Never Eat Chips Eat Salad Sandwiches And Raspberry Yoghurt

IN THE PALM OF YOUR HANDS!

If your child is a kinesthetic learner (in other words they learn best through doing), ask them to write each letter of the word into the palm of their hand or onto their leg with their finger. With enough repetitions, they'll remember how the word felt to write (this is known as muscle memory).

SING THE WORD!

This is reportedly one of the most popular methods used by contestants at Spelling Bees. Simply learn the word by saying or singing the letters out loud, developing a melody.

This melody should then imprint in your child's memory; if they forget a spelling they will still remember how the word's rhythm and sound, which will serve as a prompt.

Helpful Hints and Tips for Developing my Spelling

CREATE PICTURES IN YOUR MIND!

It's a well-researched memory trick: if you can conjure up a visual image, what you're trying to remember (in this case spellings!) may come more readily.

For example, if your child is learning 'bank' but writing 'banc', help them remember it's a 'kicking K' by saying, "I kicked my legs into the bank". If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep". Encourage your child to invent their own ways of remembering words; if they have thought up the image themselves, it will be a more powerful tool.

MAKE IT AN ACROSTIC!

Sometimes, visualizing a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. Try these, or have your child make up their own!

Because:

Big
Elephants
Can
Always
Understand
Small
Elephants

What I am learning in School

These are the skills I'm developing in 1st level for WRITING...

- I create texts selecting subject, purpose, format and resources for a range of purposes and audiences.
- I spell most commonly used words correctly.
- I spell most vocabulary used across the curriculum correctly.
- I use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- I use knowledge of the alphabet to locate words in a dictionary or other reference sources to help spell tricky or unfamiliar words.
- I write independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
- I link sentences using common conjunctions, for example, and, because, but or so.
- I start sentences in a variety of ways to engage the reader.
- I check writing to ensure it makes sense.
- I present writing in a clear and legible way using images and other features as appropriate.
- I plan and organises ideas and information using an appropriate format.
- I make notes to help plan writing and use them to create new texts.
- I include relevant information in written texts.
- I organise writing in a logical order and as appropriate to audience.
- I use relevant and/or interesting vocabulary as appropriate for the context.
- I create a variety of texts for different purposes.

What I am learning in School

These are the skills I'm developing in 1st level for WRITING...

When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:

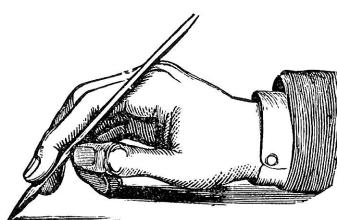
- I select, organise and convey information in different ways.
- I use vocabulary and language for specific purposes.
- I share my own viewpoint and make one or two attempts to persuade the reader as appropriate to the purpose.

When writing to describe and share experiences:

- I write about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.

When writing imaginatively and creatively:

- I create my own texts, for example, stories, poems and plays, with recognisable features of genre.
- I create texts with evidence of structure.
- I create interesting characters through their feelings and actions and physical description.



Helpful Hints and Tips for developing my Spelling

BREAK IT DOWN!

Try breaking down polysyllabic words to make each syllable easier to remember. Even young children may be doing this at school - they might call syllables 'beats'. Help them decipher how many 'beats' or syllables there are in a word by clapping the word together, one clap per syllable.

So, for two-syllable words...

Danger	Dan / ger
Windmill	Wind / mill
Option	Op / tion

And for three-syllable words...

Relation	Re / la / tion
Beautiful	Beau / ti / ful

COPY IT, COPY IT, COPY IT!

What What What

After your child has copied the word twice, fold the paper over so they can't see what they've written and ask them to have a go at writing the word unaided. They should be able to recall the spelling without looking.

Another classic technique is known as Look, cover, Write and Check.

Helpful Hints and Tips for developing my Spelling

HIGHLIGHT THE HARD BIT!

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

Night Separate Was Receive Weird
What Two Friend Said Cheap

Or there may be two parts that need attention, for instance...

Accommodate Address Necessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks.

MAKE THE SPELLING STICK!

If one or two parts of a particular word just don't seem to 'sink in' by simply highlighting them, try to think of other ways to help them stick.

For example:

- With weird, people often get the i and e confused. Help by saying we are weird, so your child remembers that we is the first part of the word.
- For the double s in dessert: desserts are both sweet and sugary.
- For a word with two 'tricky' parts, like necessary, think Cats Eat Salty Sardines to remember the c and the double s.

What Methods & Resources are used?

Children learn about Literacy best through activities that encourage them to -

- Explore ways that work for them.
- Understand and use language to express their ideas, thoughts and feelings.
- Communicate with others.
- Use problem solving approaches and thinking skills.
- Ask questions and seek answers, find information, form opinions, evaluate sources and make decisions.

Here at Collin we use a host of resources to help achieve the above:-

- Practical activities using hands-on materials.
- Outdoor activities—we regularly take our literacy outdoors using the 'real world' to highlight the world of words and meanings all around us.
- Various Literacy games and teacher-made resources.
- Various Literacy websites.
- Jolly Phonics is the main resource used to support spelling and grammar in Primary 2 and 3.
- ORT and Accelerated Reading books are the main resources used to support reading skills throughout the school.

Top Tips for my family to help me enjoy Literacy and English

- Let me know that everyone can learn about literacy.
- Let me know that you think literacy is important and fun.
- Point out ways in which different family members use talking, listening, reading and writing in their jobs.
- Be positive about your own literacy abilities. Try to avoid saying "I was never good with spelling" or "I never liked reading or writing".
- Encourage me to be persistent if a text seems difficult.
- Praise me when I make an effort, and share in the excitement when I solve a problem or understand something for the first time.



Helpful Hints and Tips for developing my Reading

- **Different strokes for different folks**

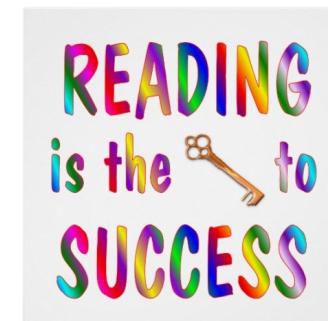
Read different types of books to expose me to different types of writing. Some children, especially boys, prefer nonfiction books.

- **Teach your child some "mind tricks"**

Show me how to summarise a story in a few sentences or how to make predictions about what might happen next. Both strategies help me comprehend and remember.

- **"Are we there yet?"**

Use the time spent in the car for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can we think of? When children are highly familiar with the meaning of a word, they have less difficulty reading it.



Helpful Hints and Tips for developing my Reading

- **Make books special**

Turn reading into something special. Take me to the library, help me get my own library card, read with me, and buy me books as gifts. Have a favourite place for books in our home or, even better, put books everywhere.

- **Get me to read another one**

Find ways to encourage me to pick up another book. Introduce me to a series like Diary of a Wimpy Kid or Harry Potter or to a second book by a favourite author, or ask the librarian for additional suggestions.

- **Crack open the dictionary**

Let me see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."

- **Talk about what you see and do**

Talk about everyday activities to build my background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.

- **First drafts are rough**

Encourage me when writing. Remind me that writing involves several steps. No one does it perfectly the first time.

Fun Ideas to Encourage Good Reading Habits

- Visit the library regularly. Let your child choose their own book from the relevant section and use their own library card.
- Pick books that are at the level your child is able to read, and use newly learned words in interesting sentences.
- Show your child how much you enjoy reading (even if it's a newspaper) and let them see you use a dictionary.
- Read different types of books to let your child experience different kinds of language.
- Talk about the story, using the pictures. Include the characters, the setting and the plot (books don't need to have words in order to tell a story).
- Talk about words that are the same but have different meanings (jam goes on your toast, as well as meaning cars stuck in traffic)
- Give your child time (10 seconds) to sound out words they don't recognise straight away.
- When you talk to your child, use some interesting words and talk about what they mean. Try changing the first letter in a word to make a new word.
- Ask your child to help you write the shopping list and match it to items in the shop.
- Use personal experiences as opportunities for you and your child to notice words in your environment (for example—shops, street names)
- Play fun games with cards (Top Trumps, Pairs, Snap) and encourage your child to read out the rules for favourite games.
- Take turns to read aloud at story time and be an enthusiastic listener when your child reads aloud to you.
- Have a special place to keep your books at home and a special time to read them.
- Take a book everywhere you go and make up stories as you travel, with each of you adding a new line.