



East
Ayrshire
Support
Team



East Ayrshire Council
Comhairle Siorrachd Àir an Ear

ELLAT



Parent/Carer Support Pack

What is ELLAT?

ELLAT (Early Level Literacy Assessment Tool) is used in East Ayrshire as part of the monitoring and tracking process across the Early Childhood Centre (ECC) and Primary 1. The assessment provides class teachers with valuable information about each child's early development and understanding of literacy.

ELLAT is carried out in Nov/Dec and includes routine assessments and class teacher observations. Further assessments are carried out individually to identify areas of development and an intervention may be put in place to address these.

What is the ELLAT follow up Intervention?

An ELLAT follow up intervention developed targeted to identified pupils to provide further opportunities to become more secure with foundation literacy skills. It is hoped that this targeted, short-term intervention will assist children to 'plug the gaps' that are impacting on their literacy development, thus enabling them to progress with their reading development at an appropriate pace.

How will the intervention be delivered?

There are a variety of ways ELLAT follow up support can be delivered. Some children may receive additional support from the class teacher while others may work with an East Ayrshire Support Team (EAST) teacher or classroom assistant. Some children may be given activities to work on at home.

How can I help at home?

This pack will provide you with some tips that you can use to support you child at home. There are also printable games and activities which your school may make into a pack.

Do not print as a booklet.

Print Individual pages, fold and laminate back to back



Nursery Rhymes

There are many benefits to children from learning nursery rhymes. Repetition of rhymes and stories is good for the brain, teaching how language works and improving memory. It covers the crucial skill of listening comprehension, which is where they can understand the story, remember it, discuss it and even retell it in their own words. Nursery rhymes increase vocabulary and expand their imagination. Finally, nursery rhymes are just plain fun to say and sing!

Possible activities

- Read nursery rhymes and rhyming stories together. See if they can pick out the words that rhyme.
- Read a rhyme/story and miss out the rhyming word and see if they can tell you what it is.
- Read a rhyme/story to your child but put in an incorrect word e.g. “Hickory Dickory Dock. The mouse ran up the table... Did I say it correctly?”

Here are some popular nursery rhymes with links to online videos.

Incy Wincy Spider

Incy wincy spider
Climbed up the waterspout
Down came the rain
And washed the spider out
Up came the sun
And dried up all the rain
So incy wincy spider
Climbed up the spout again



<https://www.youtube.com/watch?v=CMT221tkvzo>

One, two, three, four, five ...

One, two, three, four, five

Once I caught a fish alive

Six, seven, eight, nine, ten

Then I let it go again

Why did you let it go?

Because it bit my finger sore

Which finger did it bite?



<https://www.youtube.com/watch?v=oXH54TacPYM>

Jack and Jill

Jack and Jill
Went up the hill
To fetch a pail of water
Jack fell down
And broke his crown
And Jill came tumbling after



<https://www.youtube.com/watch?v=hwk1WAa8nxA>

Humpty Dumpty

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the King's horses and all the King's men
Could not put Humpty together again



<https://www.youtube.com/watch?v=nrv495corBc>

Hickory Dickory Dock

Hickory dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory dickory dock



<https://www.youtube.com/watch?v=HGgsklW-mtg>

Rhyme

Rhyme is important as it teaches children about the language. Rhyming helps children learn about word families e.g. let, met, pet, wet, and get. Rhyme also teaches children who are learning to read about the patterns and structures of both spoken and written language. Songs and rhymes expose your child to the rhythm of the language.

Possible Activities:

Matching Pictures :

Find pairs of pictures that rhyme. Place one set of pictures in a box and all of the rhyming pairs in another box. Have the children pull out two pictures (one from each box) and ask them if the two words rhyme. If they don't, continue pulling out pictures from the second box until the child finds a matching rhyme. Continue with all remaining cards.

Odd one out

Place out 3 picture cards , 2 of which rhyme. Ask you child to identify the odd one out.

Duplo Bricks

Stick rhyme pictures onto Duplo_bricks for your child to match. To make this a little easier put pictures that rhyme on the same colour of bricks.



Talk about words

When out and about talk about things you can see and then say a word that rhymes with it to make a silly story e.g. I see car on a bar.

Websites

www.literactive.com/Download/live.aspswf=storyfiles/washing_line_rhyme_US.swf

www.roythezebra.com/reading-games-words-that-rhyme.html

www.pbskids.org/games/rhyming/

Rhyme Cut and Stick

Match the picture that rhyme.

Rhyming Words





Concepts about Print

Concepts of print refers to the awareness of “how print works”. Before we can read we need to know that we track from left to right and from top to bottom. We also have to understand that letters make different sounds and when we put letters together in different ways, we make words.

Possible Activities:

Having a regular story time at home with your child will really bring on their reading. When reading a book with your child, try some of these activities.

- Talk about the front cover. Can they guess what the story might be about from the illustration and the title?
- Point to where we start reading on a page and show which direction to go (left to right)
- Use their finger to follow along with the words while you read.
- Turn the book upside down and see if they notice and correct you.

- Count the words in a sentence or a page.
- Point out 1 or 2 words in a sentence.
- Talk about the punctuation marks and explain what they tell the reader to do.
- Ask your child if they can guess what might happen on the next page.

Make a pointing finger

Stick these fingers back to back to a lolly stick, Your child can use this to point to the words as you read.



Initial Sounds

It is very important that your child knows the letter sounds as this will help with their reading development. When practising letter sounds, it is important to say the sounds in their pure form e.g. saying 'f' not 'fi' and 'b' not 'bi'.

Possible activities

- Talk about letters and make the shape using e.g. playdough, sand, paint.
- Give your child 2 pictures that start with the same letter. Ask them to identify the first sound and come up another word of their own e.g. show them 'pig' 'pan', they think of another word e.g. 'pen'.
- Play odd-one-out games e.g. child looks at 3 pictures... 'boy' 'bear' 'cow' and decides 'cow' is the odd one out .
- "I went to market..." play this game but only thinking of words that start with one sound e.g. 'bin' 'bed' 'box'.

- Spread picture cards out and take turns to find 2 pictures that start with the same sound.
- **Feely bag** - put a selection of pictures in a bag. Your child pulls a picture out without looking and then has to match the letter it begins with.
- Hide pictures around the room. Show them a letter and your child needs to find the right picture. You could make the sound louder as the child is getting nearer to the picture.

Websites

www.bbc.co.uk/teach/1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100

www.phonicsbloom.com/

www.starfall.com/h/ltr-classic/



Track Game

Equipment

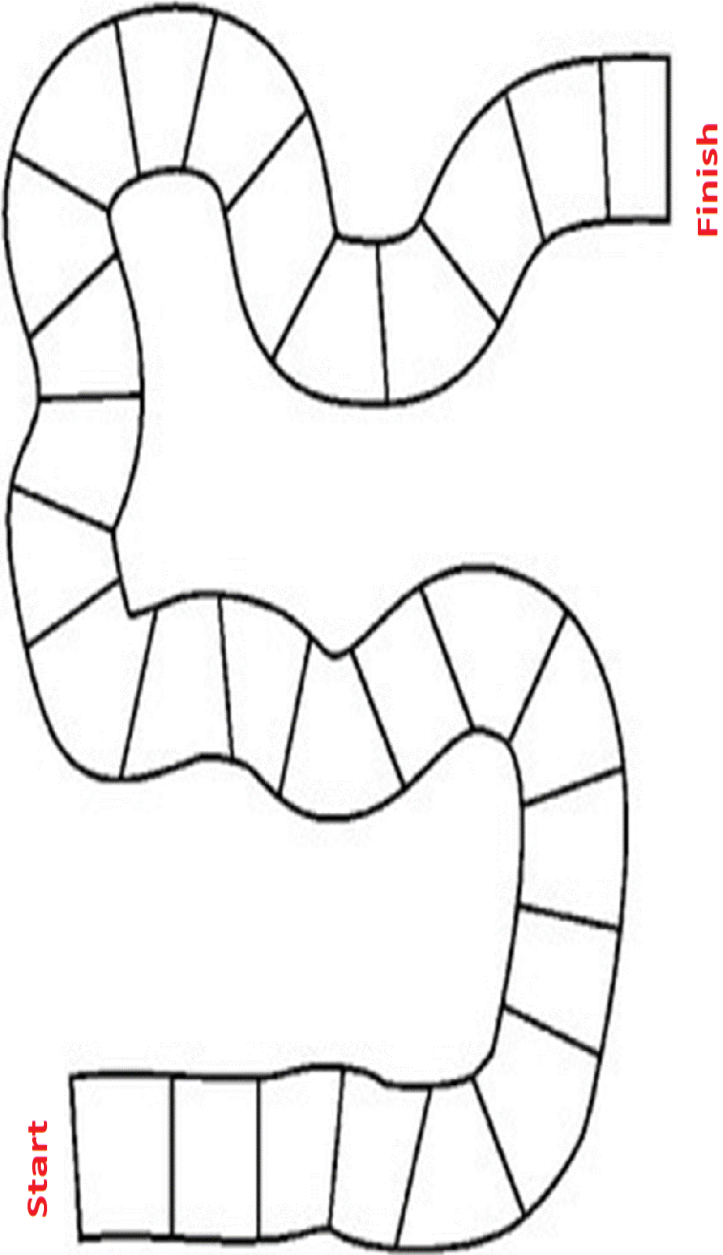
Dice

2 Counters

Instructions

- Use the blank track game provided and write letters in the spaces.
- Take turns to throw the dice.
- When your child lands on a space then can either say the sound and/or say a word beginning with that sound.

Track Game



Dice Game

Equipment

2 dice

Instructions

- Roll the two dice.
- Count the spots.
- Find the number on the chart and think of 5 words that begin with that sound.

Dice Game

Say 5 words with the number you roll.

2. d

3. t

4. b

5. g

6. l

7. S

8. m

9. p

10. n

11.



5. That is g.

Bingo Game

Equipment

Game boards






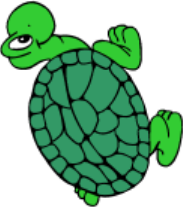


Magnetic Letters

Instructions

- Put magnetic letters in a bag.
- Take turns to pull out a letter from the bag.
- If you have a picture that begins with the sound on the letter put the letter onto of the picture.
- The winner is the person who matches all their pictures first.


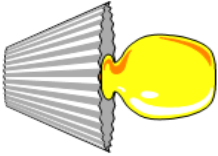






Bingo Game

Letter Lotto



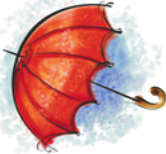





Bingo Game

Letter Lotto

Bingo Game

Letter Lotto

Match the Letter Game






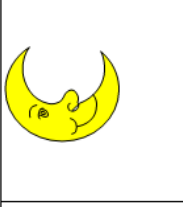
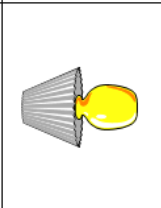
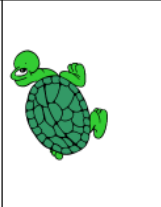

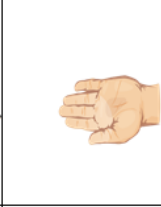


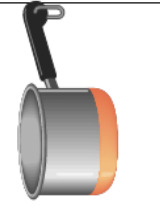




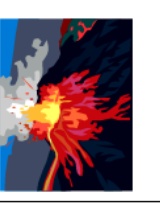



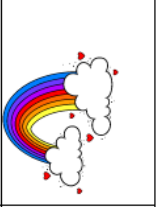



Equipment

Set of magnetic letters

Instructions

- Say the picture and listen to the sound at the beginning.
- Match the letter.
- To make it more challenging time your child to see how quickly they can match the letters to the pictures.

Match the Letter Game

Match the letter to the picture

Snake Game

Equipment

Game board

Instructions

Use this as a board game or see how many sounds your child can read in 30 seconds.

Snake Game



Finish

p v q u


w r f m

s n a t o

e i j l b

g c d k x y z

start



Sight Vocabulary

Sight Vocabulary is the set of words that a child can immediately recognise without sounding out. Your child should be able to identify these words within a few seconds. Sight vocabulary accounts for up to 75% of the words used within children's books so having good sight vocabulary improves reading fluency (rate), confidence, expression, and comprehension.

Possible activities

Friends and Enemies (see attached)

Track games

Use the blank track game provided to create your own sight word game to play with your child. Write words on the board. These could come from your child's "Enemies". Take turns to roll a dice and read the words you land on.

Snap

Make 2 sets of the words your child needs to practice on 2 different colours of card. Lay out the words. Take turns to choose a word of each colour. If they match say "SNAP" and read the words. If you get the word right keep them. Continue until all words have been "snapped"

Sight Vocabulary

Here are the 1st 20 words your child will learn.

a	at	the	I	in
---	----	-----	---	----

it	an	is	and	am
----	----	----	-----	----

me	my	did	he	as
----	----	-----	----	----

into	we	can	go	get
------	----	-----	----	-----

Friends and Enemies

Equipment

2 envelopes

Friends and Enemies picture cards

Tricky words on paper/ card

Instructions

- Stick the picture cards onto the envelopes . One for the friends and one for the enemies.
- When reading If your child finds a common sight word tricky write it on a bit of paper and put it in the enemies envelope.
- Practise the words in the enemies box daily. If your child gets the word correct put a tick on it.
- When your child can correctly read the word three times it can move to the friends.

Friends and Enemies

Friends



and

Enemies



Roll and Read

Equipment

Dice

2 Roll and Read Boards

6 sight words written on paper for each board

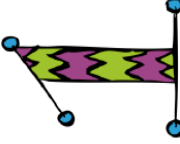


Instructions

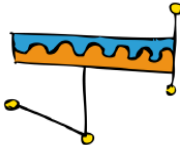
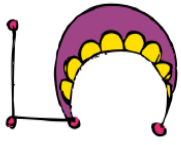
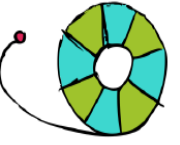
- Place the words faced down on the board.
- Take turns to roll the dice and say the word for the number rolled.
- If the word is read correct remove it from the board.
- The winner is the person who has no words left first.

Roll and Read



Roll-and-Read

		
<p>Put word cards here.</p>	<p>Put word cards here.</p>	<p>Put word cards here.</p>

		
<p>Put word cards here.</p>	<p>Put word cards here.</p>	<p>Put word cards here.</p>

Connect 4

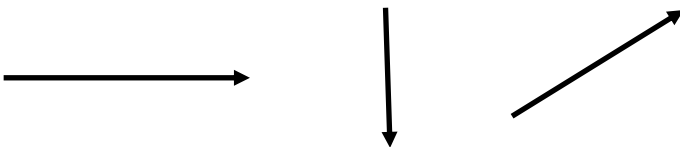
Equipment

Dice

Either pile of 2 different coloured counters or a pencil

Instructions

- Take turns to roll the dice. Read a word that is on the column of the number rolled.
- If you get the word correct put a counter (or a tick or cross on it).
- The winner is the person who gets 4 words in a row either



Connect 4

CONNECT 4

a	at	the	I	in	it	
an	is	and	am	me	my	
did	he	as	into	we	can	
go	get	the	did	my	did	



Snakes and Ladders

Equipment

Dice

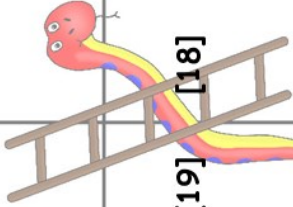
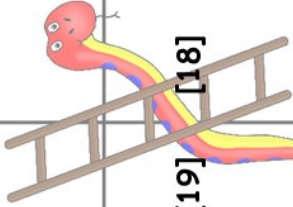







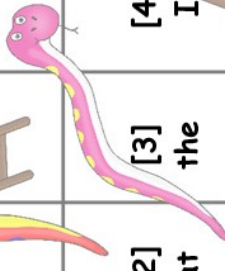
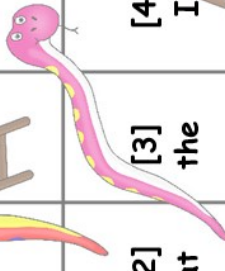
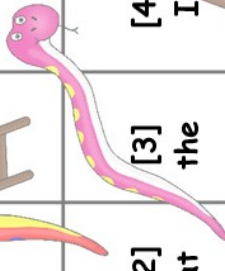
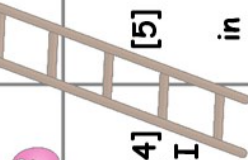
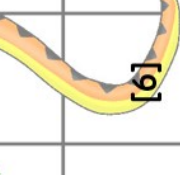





2 counters

Instructions

- Take turns to roll the dice.
- Read the word you land on.
- If you land on a ladder go up the ladder. If you land on a snake go down the snake.
- The winner is the person who gets to 30 first.

Snakes and Ladders

Snakes and Ladders

[21] he	[22] 	[23] [18] 	[24] as 	[25] into 	[26] we 	[27] can 	[28] go 	[29] 	[30]  get
[20] did	[19] 	[18] 	[17] my 	[16] 	[15] 	[14] 	[13] me 	[12] am 	[11] 
[1] a	[2] at	[3] the	[4] I	[5] in	[6] it	[7] an	[8] is	[9] 	[10] and

Reading

Reading a variety of texts to your child as often as you can, pointing to the words as you read, is very beneficial.

While you are reading you could ask questions such as:

- Can you point to the front cover
- Can you find me the letter “s”
- Can you show me where to start reading the story
- Can you tell me what you see in the picture

How to support your child when they are reading:

- Above all, make reading relaxed and fun!
- Praise effort, even if word is not quite right
- Take your child a ‘walk’ through the book, pointing out tricky/key words
- Give ‘thinking time’. If your child still cannot work out the word tell him/her (this means he/ she will not forget what the story is about)
- Remember to always acknowledge your child’s efforts at having a go even if their attempt isn’t totally right

Reading Strategies

Encourage your child to use different strategies when reading. Most people tend to focus on sounding out. However, there are many other effective strategies including:

For decoding

- Look at the first letter(s)
- Break a longer word into chunks/syllables (chunk it up)
- Look for little words inside the word (e.g. finish has ‘in’ inside it)
- Ask yourself “Does that make sense?”
- Miss out the word and read on a little/to the end of the sentence
- Go back and read the sentence again (read back)

To help with understanding

- Talk about the illustrations and title
- Ask “What do I know about...?”

Using reading strategies to attempt to decode unfamiliar words gives your child greater ownership over the reading process.

Reading



**When reading
is hard I can...**

Read the title

Look at the illustrations

Look at the first letter

Look at the last letter

Look for word families

Look for chunks I know

Look for little
words inside
other words.



**When reading
is hard I can...**

Read the title

Look at the illustrations

Look at the first letter

Look at the last letter

Look for word families

Look for chunks I know

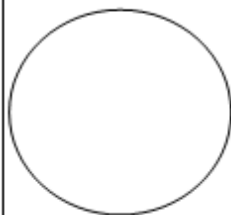
Look for little
words inside
other words.



Reading



Smiley Reading checklist



I am using perfect pace.

Not too fast. Not too slow.



I am using the punctuation to form expression.

? ! **BOLD** ""



I am using my reading tools to work out tricky words.

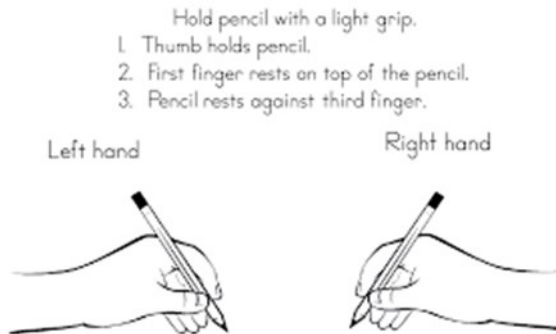


I am pointing to the words so I don't lose my place.



Handwriting grip

It is important to encourage a good pencil grip from the start so make sure your child is able to identify and name their thumb, pointer finger and middle finger so they can start to use them together



Hints and Tips

- Show your child the correct way to hold their pencil.
- Help your child place their finger and thumb in the correct finger position.
- Praise your child when they hold their pencil in a good position.
- Do lots of fun drawing and writing activities together using different types of pencils, crayons, and chinks.

Activity Ideas

- Use short pencils or crayons to encourage your child to only use their thumb, pointer, and middle finger.
- Put an elastic band around the pencil (2cm from the tip) and encourage your child to always place their thumb and first two fingers on the band, or alternately you can buy pencil grips that will encourage your child to develop a good tripod grasp.
- Use chunky triangular pencil/crayons which will encourage the correct pencil grasp.
- Give your child plenty of opportunities to try using a pencil/crayon.
- Let them score off items on your shopping list as you put them in your trolley.
- Encourage your child to do “dot-to-dots” and mazes.



Writing your name

Tips to help writing child's name

- Singing their names to the tune of “There was a farmer who had a dog.”

There was a girl who liked to play,

And Louise was her name-o!

L-O-U-I-S-E

L-O-U-I-S-E

L-O-U-I-S-E

And Louise was her name-o!

- Write your child's name on paper. Give your child the magnetic letters that make their name. Get them to match the letters.

- Progress to using the letters to make their name without your writing it.
- Write your child's name on a card. Have him copy it by using his finger to "write" his name in a sensory tray of shaving cream, salt, or sugar.
- Write your child's name using a highlighter and get them to trace it using a pencil.
- Write their name in different colours.

