

**Welcome to
Maidenhill**

Primary:

**Pedagogy, Literacy and
Numeracy &
Mathematics**

2019 - 2020

The Pedagogy of Play

The fundamental role of social constructivism in child development has been widely discussed and recognised for many years. Current research and thinking indicates that children are best equipped to learn when they are given opportunities to make sense of the world through exploration, investigation and interaction. This happens naturally for children through their play and it is a play-based approach that will underpin learning in Primary 1 at Maidenhill. It is hoped that this play based pedagogy will build on the approaches and routines that children will already be familiar with from their Early Learning experiences.

Each day will involve a balance between teacher-led, teacher-initiated and child-led activity with particular emphasis placed on the latter. Teachers will use observation techniques to assess progress and will make skilful interactions and provide carefully thought-out provocations to take learning forward in line with Curriculum for Excellence.

Children will learn how to follow a work programme and will be encouraged to take responsibility for structuring aspects of their own learning in a way that best suits their learning style.

Parents often ask what they can do to help their children at home. The single most important thing you can do at this stage is to play with your child. Interact, have fun, follow their interests, minimise screen time, formulate questions together and explore the answers through play- foster a love of learning in a way that engages and enthuses your child.

Literacy

The term 'Literacy' broadly refers to all aspects of language-based communication and for the purposes of the curriculum it describes skills development in and through 'talking and listening', 'reading' and 'writing'. These elements cannot be considered in isolation as there are strong interrelationships between them, for example effective writing skills depend on prior reading of a wide range of texts; confident reading skills are derived from an understanding of oral narrative and structures etc.

It is important that children in Primary 1 continue to have opportunities to build on the foundations of language development previously developed in their Early Learning setting and at home. It has been shown that 'formalising' language learning at too early a stage can have an adverse impact on children's literacy skills as they progress through school.

In the first weeks of Primary 1, the focus for Literacy will include:

- Developing expressive language through social interaction, communication, role-play, story-telling, recounting and games.
- Developing receptive language by following instructions, listening for information, reorganising and summarising key information and sequencing events.
- Developing phonological awareness (the ability to recognise patterns of sounds within language, including onset, rhyme and alliteration) through games, songs, poems, rhymes.
- Developing an appreciation of the conventions (and joy) of reading by encountering a range of shared texts and environmental print.

- Developing an understanding of the conventions of writing through mark-making and writing for a purpose.
- All of these will be encountered through a play-based approach.

As the term progresses, and only when class teachers are confident that the time is right, children's skills development will be supplemented by the introduction of a class or group reader (at Maidenhill most children will be using the Collin's Big Cat reading resources), an introduction to phonics (to enable children to decode specific sounds and sound blends when they read), key words and common words (to allow children to build up their sight vocabulary) and a more structured approach to developing their letter formation and writing.

In time, we will begin to introduce the initial 42 sounds which make up our phonics programme (not just the 26 letter sounds e.g. **a, b, c** but also **ai, oy, sh etc.**). With the knowledge of the 42 initial sounds, the teacher will demonstrate how to blend sounds to make words e.g. s-a-t = sat (3 sounds), sh-i-p = ship (3 sounds), ch-ai-r = chair (3 sounds). Letter formation will be introduced at the same time as the sound/symbol and will be practised many times throughout the year. The English language, of course, is highly irregular and many words do not following phonetic rules. These 'sight' words will be based initially on the most common reading words. Key words associated with class and group readers will be gradually introduced at this stage too.

To ensure your child understands the texts he/she reads, we will focus on teaching Higher Order Reading Skills (reading comprehension) through discussion.

A typical reading activity will include 3 stages:

Before reading – What is this about?

- Learning intention - what skill am I learning and how will I know that I have been successful?
- Look at the picture/ title
- Skim the first few lines
- Think about what you know already
- Think of good questions.

During reading – Stop! Check! Do I understand what I am reading?

- Read back, read on
- Check new words in a dictionary
- What do I know already?
- Look for clues in text/ picture
- Discuss with a partner / teacher the text focusing on the taught skill

After reading – Activities about the text to develop the skill

- Literal comprehension - True, false, can't tell
- Main idea – e.g. create a new front cover illustration and title.
- Sequencing – e.g. use the interactive whiteboard to drag and drop the pictures and text into the correct order.
- How have I done? Did I successfully meet the Learning Intention?

What can I do at home?

Spend time talking and listening to your child. Tell stories, recount events, question each other on details, re-tell 'the best bit', act out what happened, make each other laugh!

Share books, both fiction and non-fiction. Make reading fun and exciting. Talk about characters and their feelings, give the characters funny voices, predict what will happen next, act out stories taking on the roles of different characters, draw pictures, pick out interesting facts, talk about the title page, the author, the illustrator, the contents etc.

Find online story-telling sessions (there are many story telling posts on Youtube- check for quality) and listen to them and talk about them together.

Create a simple puppet theatre to encourage story-telling.

Spend time getting involved in your child's role-play.

Ensure your child can recognise both their forename and surname.

Use a range of pencils, pens, paper of different colours and sizes, whiteboards etc. to give you child opportunities to mark-make through play, craft activities, real life contexts. Encourage your child to hold a pencil correctly between thumb and forefinger with other fingers tucked away. Try a challenge- can you hold your pencil whilst also keeping a little bit of blue tack, plasticine or playdough held in the palm of your hand?

Numeracy and Mathematics

Whilst the term Numeracy applies specifically to the use and manipulation of numbers to solve problems and to quantify and organize data, the term 'Mathematics' also includes the wider application of skills relating to shape, position and movement; measurement and time; and information handling.

As with skills in Literacy, it is essential that children in Primary 1 continue to have opportunities to build on their early experiences of Numeracy and Mathematics in a way that is consistent with their learning in Early Learning settings and at home.

In the first weeks of Primary 1, the focus will include:

- Building on children's understanding of one to one correspondence within practical, everyday contexts. This fosters the ability of children to count objects accurately.
- Reinforcing number recognition by pointing out numbers within the environment, stories, games, construction tasks and role-play.
- Sequencing, including identifying the missing number in a sequence.
- Beginning to developing increasingly accurate number notation.
- Exploring the relationships between numbers within practical contexts for example the number after/ before/ between; one more than, one less than etc.
- Investigating the properties of 2D shapes.
- Using work programmes, simple calendars, time lines, sand timers etc. to explore concepts of time.

A typical activity in Numeracy & Mathematics will always allow children an opportunity to build on their understanding of number correspondence, sequencing, facts and bonds. However children will also be given the opportunity to apply this understanding within a range of practical situations.

Again, all of this will be encountered through a play based approach, with a particular focus on investigations, games, songs and rhymes. New number concepts will be introduced using the 'concrete- pictorial- abstract' line of progression.

What can I do at home?

Point out and discuss numbers as they occur within the environment and everyday life.

Draw attention to concepts of time, measurement, shape and money as you go about everyday tasks. Include these within role-play.

Play games where you encourage your child to count objects and then correspond objects (e.g. counters, beads) to specific numbers.

Practise using a number line to count on and back. Use counters to cover up numbers and let your child identify what is missing.

Ask your child to add one more object to a set and then to count up the total. Follow this up by asking your child to lay out a set of one more or one less than a set you have laid out.

Use counters to play a game of bingo with the numbers your child recognises.

Go on a number treasure hunt, making sure you tick off the numbers at each station in sequence. When confident, repeat the treasure hunt in reverse.

Use giant number line chalked on the ground. If your child starts at number 3 and moves forward 2 steps, what number will they end up on? This builds up children's initial understanding of number bonds.