

Our Book Recommendations!

Brilliant books to read together over and over again...

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'Moomins'
by Tove Jansson *
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'Flat Stanley'
by Jeff Brown
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'Pippi Longstocking'
by Astrid Lindgren

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'Night of the Howling Hound'
by Sam Hay

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'Captain Valiant and Me: Revenge of the Black Phantom'
by Adam Britten

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'Goodnight Gorilla'
by Peggy Rathmann
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'Fantastic Mr Fox'
by Roald Dahl

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'Stig of the Dump'
by Clive King
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'Hodgeheg'
by Dick King-Smith

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'Lizzie Dripping'
by Helen Cresswell



Literacy and English Reading at the First Level

Information for Parents

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

First Level – Primary 2, 3 and 4

FAMILY SUPPORT

First Level- How to Support Your Child at Home

- Read aloud daily. Your child might be ready for you to read a chapter book aloud, a chapter or two each night. Children also enjoy picture books, non-fiction, and joke books.
- Begin to read series books. If you read a few, children will often read the rest of the series on their own.
- Read poems, magazines, cartoons, recipes, maps, and non-fiction, as well as fiction.
- Provide time each night for your child to read on his or her own (10–15 minutes).
- Help your child find books at the right reading level, since at this stage children need lots of practice to become fluent readers.
- Visit bookstores and libraries regularly.
- Talk about books you enjoyed when you were little.
- Give books as gifts.
- Watch and talk about television programmes together (there are great documentaries for children on CBBC) or movies based on children’s books.
- Be supportive as your child reads his or her first books independently. Help with difficult words so your child can keep the flow of the story. Take it in turns to read a paragraph/page each.
- Ask your child to make predictions as you read a story. (“What do you think this story will be about?” “What do you think will happen next?”)
- Encourage your child to re-read a sentence when it doesn't make sense.
- Ask your child to retell a story you have read together.
- Point out ways to figure out words in addition to ‘sounding it out’ (such as looking at the picture, breaking the word into smaller words, reading on, or thinking what would make sense).
- Point out punctuation as you read aloud. (“Oops, an exclamation mark! I'd better read that a little louder.”)
- Talk about the strategies you use as a reader when you're looking for a book, when you come across a word you don't know, or want to learn more about something.

The Curriculum

<i>In Primary 2, 3 and 4, children will explore the following in reading with progressively more challenging texts:</i>	
<p>Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.</p>
<p>Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</p> <p>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.</p>
<p>Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</p> <p>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.</p>
<p>Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.</p> <p>To help me develop an informed view, I can recognise the difference between fact and opinion.</p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features.</p>