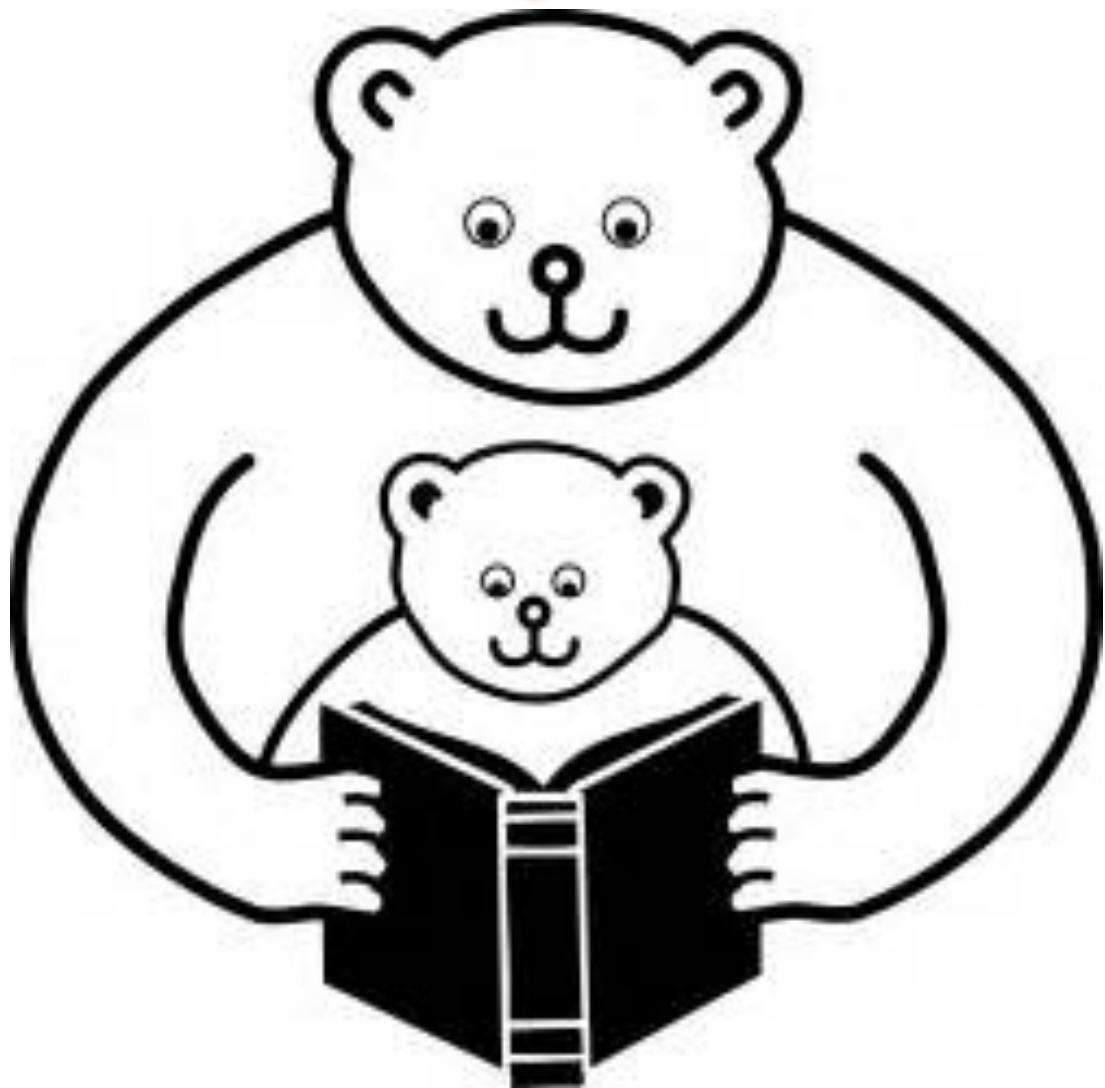


How to Support Your Child with Reading at Home in P1-4



(For further tips and videos see <https://education.gov.scot/parentzone/learning-at-home/Supporting%20literacy%20at%20home> or check our Family Learning Programme for opportunities in school.)

How do we teach reading in school?

As children learn to read they develop the following skills:

Use of phonics

Reading words on sight

Comprehension

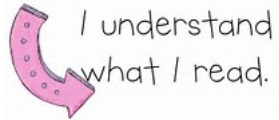


Use of Phonics: As children learn letter sounds we quickly encourage them to put these letters together to make words, 'p-i-n'. We call this blending.

Reading words on sight: If we sound out every word reading will take a very long time. We encourage children to learn words on sight to make reading faster. These words are at the back of each book. Sight reading can also help with words that can't be sounded, 'the, was, want'. We encourage children to look at the shape of words, starting sounds, and clues in the pictures to help them sight read words.



COMPREHENSION



Comprehension: While it is important that children can manage a text by reading the words it is equally important that they understand what they are reading. We use before, during and after reading skills to encourage children to learn to understand what they are reading. You will find these on the back page.

What reading books does the school use?

We are now using Big Cat Reading in Primary 1-3.

Big Cat has a broad range of books that cover fiction and non-fiction. Each level has a variety of books with different amounts of words in them.

This could mean that one week your child has a book with 5 lines on each page and the next week only 3 lines. The challenge of the text remains the same within level but your child may need longer to read the book. During Primary 4 most pupils will move on to novels.



When your child can read confidently at this level the teacher will move them to the next level. Some children will read all the books at each level, while others will move more quickly through the levels. We will ensure your child has the right level of challenge.

How can I help at home?

We will be teaching your child in school all day and they will be tired at the end of the day. If reading is not fun we can put them off, so don't try all the ideas below at the same time. Reading should take no longer than 10-15 mins.

Reading homework:

Phonics: Practise the sounds, make words with the sounds they know by blending them. If they are reading and get stuck at a word, encourage them to use their sounds to 'sound it out'.

Sight reading: Encourage your child to use the picture clues or the starting sound to try and work out the word. If a word is proving hard to learn, stick it on the stairs or wall about the house and as they are passing they will remember what it looks like.



Comprehension: As your child is reading their book ask them questions; 'What happened?' 'Why did he say that?' 'What do you think will happen next?' 'How would that make you feel?'



Reading for enjoyment: If your child loves reading they will do it more. Your child is encouraged to bring home a library book each week. On your first reading just enjoy the story - read to them. On the second reading if you come across any words they are learning, ask them to help, 'That's one of your words, can you help me?', if they can't, move on.

Reading in the environment: As your child is learning letters or words they may see them on signs in the street, on food packaging, on posters and on TV. Encourage them to notice them.

Reading Comprehension Skills



Visualising

Visualisation involves the creation of a picture or a movie in your head.

If this were a film, what would I see?



Questioning

Self-questioning should be completed before, during and after reading.

Can you make your own questions about what you have read?



Summarising

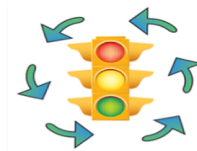
A summary is a shortened version of a longer text.
What is the story about?
What word tells us that?



Predicting

Predictions should be made before, during and after reading.

What is going to happen next?



Monitoring

Monitoring encourages children to stop when they don't understand something, identify the problem and employ strategies to help them.
Does what I am reading make sense?



Inferring

Inferring or inference is the invisible ink of the text - something the author wants us to know but doesn't say it explicitly.
What am I assuming that isn't in the text?