

Eastfield Primary School & Nursery Class

✧ *Together we will Shine* ✧

Active Literacy

Parent Workshop

Wednesday 20th September 2017

The Active Literacy programme aims to enable young people to have greater literacy with no child being left behind.



Features of Active Literacy



Research based

A clear progression from nursery to S1 and beyond

All areas of literacy interlinked - talking, listening, reading and writing

Children actively engaged with their learning

Stage 1-3 Teaching Sounds

- Say
- Make/break
- Blend
- Read
- Write



- * Word reader/word maker
- * Partner dictation
- * Sentence building
- * Phoneme word makers

Teaching Phonics Stage 1



Two new sounds introduced each week until Christmas

From Christmas to Easter, two new consonant phonemes e.g. sh,
ch, th

Easter to Summer - two letter phonemes e.g. ee, oo, ai

3 common or tricky spellings per week

Teaching Phonics Stage 2/3



Consolidation to begin with

Start at ay, ea, ow then double consonants e.g. ll, ff, ss and onto specific sounds ea (as in bread) and ea (as in break)

4 common or tricky spellings per week

Stage 4/5 From Phonics into Spelling



Teaching different phoneme representations - cover 15 phoneme units

Week 1 - introducing different phoneme representations

Week 2 - Diacritical marking

Week 3 - strategy Spelling

Week 4 - Spelling rules

* Sets of tricky/common words

Elkonin Boxes - splitting up sounds



- One phoneme sound in each box

sh	ee	p		
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m	a	t		
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t	r	ai	n	
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Stage 4/5 - Diacritical Marking



The diacritical marking code records

single phonemes

faster
●●●●●

joined phonemes

shop
— ●●

Split phonemes

home
● ●

Stages 6 and 7



Transfer of skills & strategies from previous stage

Spelling strategies

Building vocabulary

Root words, prefixes/suffixes

Subject specific words (e.g. science words)

How would you learn chocolate?

Can you spot
the fizzy
drink?

chocolate

Can you see
any other
words?

Guided Reading

- Daily reading experiences
- Class, paired, group and individual Work
- Clear strategies
- Reading a variety of texts for a variety of purposes
- Learning to love books

Within Curriculum for Excellence :

A text is the medium through which ideas, experiences, opinions and information can be communicated.



What Do Children Read?



Books

Graphic
Novels

Social
Media

Texts & group
chats

Video
Games

Films

YouTube

Magazines

Active Literacy - Reading



The programme adopts an integrated approach and therefore has a direct link to the phonics and spelling programme.

Children are taught to apply their knowledge of spelling and phonics within the context of reading and writing.

Reading Stages 1-3



Taught to read through the process of guided reading

Books organised into levels called 'bands'

Within each band there will be a variety of fiction and non-fiction texts that allow the children to experience many styles of writing

Teacher provides an overview of the text at start of lesson and identifies common and topic words within the text.

Time taken to teach various comprehension strategies to help children gain a better understanding of the text.

Children will read aloud in group or partner setting with teacher providing feedback

Word Attack Strategies

- Look at the first letter
- Sound out the first few letters
- Break the word into syllables
- Look at the last letters
- Read the sentence again
- Look at the picture
- Look at the shape of the word

Reading Stages 4-7



Taught explicitly through a 4 day reading programme that comprises of;

1. Fluency
2. Comprehension
3. Writing linked to reading/novel
4. Talking & listening linked to reading/novel

The books/novels selected have been identified as high quality texts

Highlights the importance of higher order thinking skills and critical literacy skills. These are developed through the teaching of six comprehension strategies

During fluency children will continue to refer to and use the Word Attack Strategies when they come across unfamiliar words

The 6 Comprehension Strategies;

- Prior knowledge
- Metalinguistics
- Visualisation
- Inference
- Main Idea
- Summarising (with paraphrasing)

Active Literacy - Writing



Stage One - Preparing to write - The Big Conversation

Stage Two - The writing process

Stage Three - Working together to evaluate, improve and identify next steps

Stage Four - Re-drafting, publishing and celebrating success



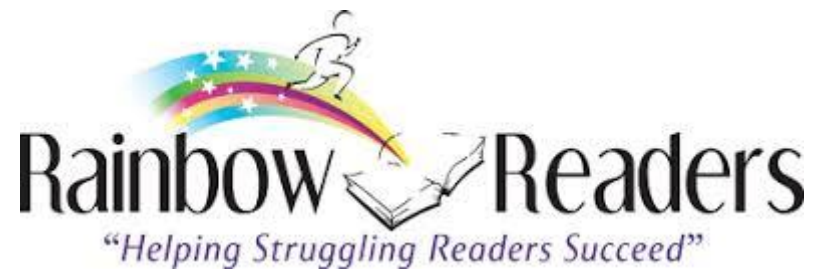
Additional Resources to Support with Reading & Spelling



Rainbow Reading & Mini Rainbows

Rapid Readers

IDL Spelling



Types of Writing



Discursive - discussing

Explanation - explaining

Information - providing information

Instructional/procedural - giving instructions

Narrative - story writing

Recount - remembering a trip or experience

Persuasive- persuade someone to

What Can I Do to Help My Child?



- Parent leaflets have ideas for websites
- It is essential that your child reads their set book/novel at home to keep up with class work
- Talking to your child about their experiences e.g. a trip
- Fun spelling tasks e.g. Rainbow Spelling, Triangle Spelling
- Reading with your child
- Reading a range of 'texts'
- Help with recipes/t.v. guides/ news/ magazines
- Have fun with spellings (websites)
- Crosswords/ hangman/Scrabble
- Help with writing at home shopping lists etc

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You are now invited to take part in our Active Literacy Workshop. A big thanks to our pupils who have come along to demonstrate some of our resources for you tonight.