

## Phonics

In addition to reading quality texts regularly, our pupils are also taught phonics and spelling using the North Lanarkshire Active Literacy programme.

This is a progressive programme that begins with children learning their initial 26 sounds, and moves on to teaching them about phonemes.

*A phoneme is a unit of sound within a word e.g. 'sh' and 'ch'*

The children learn new phonemes with the help of characters called Ben, Belle and Dasher. These 3 characters help the children to understand the phonemes in a context.



Phonics is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning.

The Teacher introduces each sound in a context i.e. a story/song and then demonstrates the letter formation and word building through the use of a magnetic board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently/with a partner throughout the week.

Children are taught to work with a partner to consolidate the taught lesson. This is called reciprocal teaching. They take turns to guide each other through the word building reading and writing process. This involves using the diagram opposite:



Children are asked to say the word out loud, make the word using their magnetic letters, break the word into sounds e.g. shark → sh a r k, then blend the word from left to right e.g. sh – sha – shar – shark. Finally they read the word they have made.

## Spelling

Spelling is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. The words from the taught lesson are known as common words. These are the words which the children are most likely to come across when reading simple texts. They will also use these words in writing.

### The strategies the children are taught are:

- Using Phoneme Knowledge (sounding out)
- Syllabification – breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- Word Shape – Look at letter shape, size, ascending and descending letters.
- Tricky Letters – Looking at the position of tricky letters as an aid to spelling.
- Compound Words – Breaking the compound word into simple words e.g. into makes in and to.
- Mnemonic – using an aide memoire e.g. because – Big Elephants Can Add Up Sums Easily
- Using Analogy – If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

Children are no longer assessed purely on the basis of a single word spelling test. Teachers can make judgements about a child's ability to spell words by placing them in a context e.g. a dictated sentence.



## PARENT GUIDE

### STAGE 1-3 ACTIVE LITERACY APPROACHES



## Literacy

The development of literacy skills plays an important role in all learning.

Pupils develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, talking, watching and reading.

In developing my English language skills I:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

## An overview of Reading

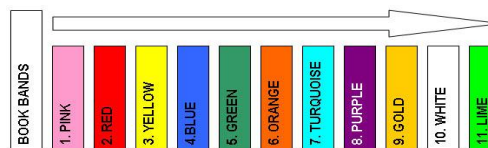
When learning to read, children at Orchard Primary should:

- Read familiar/ key words.
- Learn new vocabulary and understand the meaning of new words.
- Talk about their favourite characters and parts of the story.
- Read independently/aloud with a partner or in a group/ to their teacher.
- Recognise features of different types of text e.g. poetry, non-fiction.
- Compare the text to their own life experiences.

Children across North Lanarkshire are taught to read through the process of **Guided Reading** which uses a variety of quality, short texts, from a range of publishers.

The books are organised into levels. This is known as 'banding'.

Each band is represented by a different colour. Within each band there will be a variety of fiction and non-fiction texts that allow the children to experience many styles of writing.



The Guided Reading approach requires a partnership between the teacher and child. During a Guided Reading lesson:

- The teacher provides an overview of the text, teaching the vocabulary (common words) featured in the text.
- The teacher also helps the children read the topic words in the book by drawing their attention to the picture clues.
- Time is taken to teach the children various comprehension strategies to help them gain a better understanding of the text.
- They also learn word attack strategies that help them decode words that they find difficult.
- Children are given opportunities to read aloud in a group setting and with a partner. The teacher circulates to listen and provide feedback.

## **Assessment**

Children are assessed regularly to ensure they are reading an appropriate text.

At Orchard we use a Benchmark Kit to accurately track and assess pupils' reading progress, ensuring consistent and accurate levelling in reading.

Children are also assessed on a daily basis by their teacher, through quality interactions during guided reading sessions, and also through the assessment of a child's written Comprehension tasks.