



Stepps Primary School



Supporting your child at Home

Literacy & Numeracy
Curriculum for Excellence
Early Level

Learning at Home

Education is a lifelong process and begins at home. Parents are the first teachers and also the best teachers! In their first months of life, a child learns more than at any other time in his/her life. A parent's role is all-important in helping their child before and after they start school.



Parents can:

- ☺ Do things with their children and talk about what they are doing.
- ☺ Be role models by doing activities themselves, so their children can copy.
- ☺ Give opportunities for their children to talk or play with other children and adults.
- ☺ Help build confidence by recognising and encouraging their child's achievements.
- ☺ Give their children rich and varied experience.

School Role

School learning should initially build on and develop what has been done at home.

Throughout your child's formal education there should be a partnership between home and school. Learning in both these spheres should complement each other, in order to make it a more meaningful and valuable experience.

Communication between school and home is paramount. We encourage parents to contact the school, and teachers may also contact parents. If you have a question or a concern, please do not hesitate to contact your child's teacher either by phoning the school or sending in a note. There are also more formal meetings held twice yearly to discuss children's progress and a written report is issued annually.

Reading

Being able to read opens up a new world for children and it is true to say that reading is a skill required in every area of life.

Therefore, great emphasis is placed on Reading as a subject in Primary school.

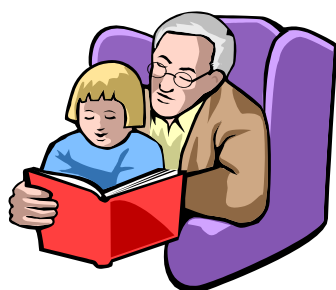
Reading stories to children can be great fun for the parent and the child – this is an important shared experience and also a bonding experience. There is something really special about snuggling up together to read a favourite story.

From this, children can learn to enjoy the sound and sight of words. Parents can use this interaction to talk about the story, the pictures, the characters and the words.

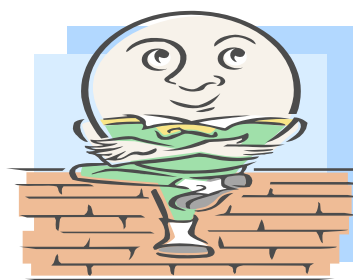
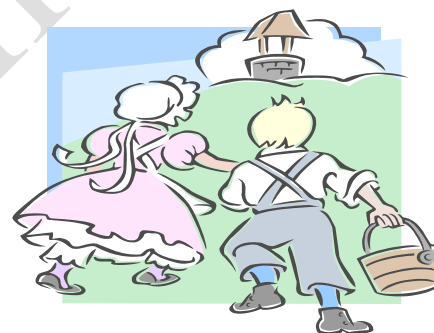
Children can also gain valuable experiences from watching stories on video or T.V., listening to story tapes or using talking book programmes on the computer.

Saying and learning Nursery Rhymes help children learn about language. Parents can recite these with their children when out for a walk, riding on the bus or on car journeys – any time!

Nursery Rhymes are particularly important because they encourage rhythm and rhyme. These help with learning sounds.



Jack and Jill
Went Up the Hill
To fetch a pail of water
Jack fell down
And broke his crown
And Jill came tumbling after!



It is difficult to see what someone is doing when they are reading! However, it is important that children see adults reading.

This shows that

- ☺ The symbols on a page have meaning
- ☺ Reading is enjoyable
- ☺ Reading has a purpose
- ☺ **Reading is an activity you do in a left to right direction.**



Things that you can do

- ☺ Read to/read with your child
- ☺ Point with your finger as you read – from left to right
- ☺ Tell stories and listen to stories
- ☺ Use books to look up information
- ☺ Visit the library or the library van
- ☺ Have fun with books



It is important to emphasise that books are precious and need to be looked after. Encourage your child to handle books carefully and store them in a safe place tidily after they have been read.

Suggested Authors

Children's books nowadays are so exciting and inviting!

Below is a list of Authors that have been tried and tested in the Infant classes in school, but there are a multitude of others. Books such as Dr Seuss are ideal for raising awareness of rhyme.

The librarian at Stepps Library can suggest more.

Allan Ahlberg

Rod Campbell

Eric Carle

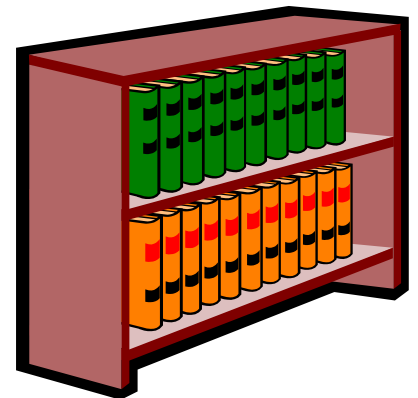
Shirley Hughes

Pat Hutchins

Nick Butterworth

Jill Murphy

Julia Donaldson



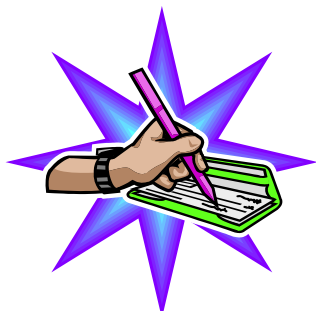
Reading Tools

Learning to read is an extremely difficult and complex process. East Dunbartonshire's Intervention Team has created a package of reading tools to be used by pupils in Primary 1 to enhance their understanding of texts.

The toolkit encourages pupils to take responsibility for their own learning, equipping them with techniques that they can apply to both familiar and unfamiliar texts. When using the tools, pupils are involved in and engaged with their learning. Not all tools are introduced at once; teachers introduce

and model the use of a few per session until children are familiar with and can use all of the tools.

This eye-catching resource will capture pupils' interest and allow them to make graphic associations with the reading techniques. Some of these tools will have been highlighted during the P1 workshop.



Writing

Another means of communication is by writing.

Early writing is scribbles that may mean nothing but these scribbles will develop into writing letters and words, drawing and spelling.

Children learn about writing by watching others and especially parents.

They learn that

- ☺ Writing goes from left to right across a page – the direction of writing
- ☺ Writing is a useful activity and has a purpose – making lists, writing letters
- ☺ Writing is a powerful tool – KEEP OUT! Signs/signposted directions
- ☺ Writing is different from drawing.

Things that you can do

Provide your child with different materials to write/draw with e.g. crayons, chalks, paints, brushes, felt tips, sticks (to draw in sand or soil)

Provide something to write on.

Let your child see you writing a shopping list, a letter, a note, filling in a form, addressing a birthday card.....

Let them try to write their own name independently, or write it for them, let them practise overwriting it.

Let them have a go themselves!

Give them lots of encouragement!



Talking and Listening

Talking and Listening are the language skills we use most in our daily lives. Talking together and sharing ideas, experiences and feelings are vital parts of your child's learning.

It can be hard to find times during the day to talk and listen to your child – there are so many interruptions in our daily lives.

However, it is important to share what time you can and even 10 minutes at bath time or bedtime can be interesting and fun for both of you.

Talking and Listening can

- ☺ Make children feel loved and secure
- ☺ Make children feel that their ideas are valued
- ☺ Give children confidence
- ☺ Help children put their ideas and thoughts into an order
- ☺ Show children how best to communicate



Talk about:

How to play a game
Cooking dinner
A picture or a story
Getting dressed
An outing or a holiday



Listen to:

Sounds of Nature
Music and Songs
Story Tapes
Instructions
Each other



Learning about the world around our children



Wherever they go and whatever they do, our children are surrounded by information.

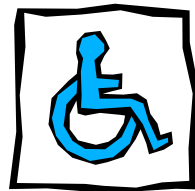
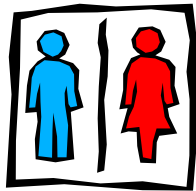
Logos and advertisements are everywhere.

Children learn to recognise these by following clues of Colour, Shape, Size, picture.

They also learn to associate the logo and words with their senses, for example, they will know the logo for cornflakes because they enjoy the taste.

Things that you can do

Help your child to look carefully at logos.
Talk about the signs and symbols you see as you walk around the village.
In the supermarket, ask your child to help fetch packets and tins.



Maths

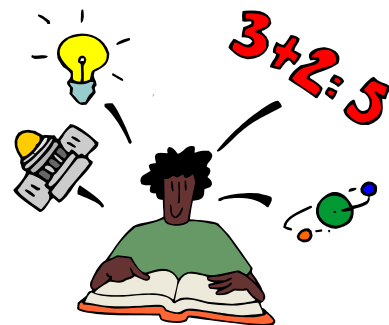


Maths is everywhere. Everything you see and do has an element of mathematical learning for children. Children can see numbers on houses, on cars, in shops and other everyday places.



Children learn about maths in everyday situations. They are learning about maths when they do any of the following activities:

- Laying the table
- Sorting the washing
- Matching two socks together
- Getting dressed
- Cooking supper
- Shopping
- Tidying up



Maths games like dominoes, jigsaws, shopping games, matching shapes or colours, dice games, posting boxes, making patterns are all helpful in reinforcing maths skills in young children.

