

## Reading

Children are explicitly taught through a four day reading programme, which comprises of:

- 1 Fluency
- 2 Comprehension
- 3 Writing linked to reading/novel
- 4 Talking and listening linked to reading/novel

The programme adopts a multisensory, problem solving approach which is well structured and interactive.

The reading books selected have been identified as quality texts providing opportunities for reflection and discussion, rather than being from a traditional reading scheme. In this way children are exposed to a wider variety of authors, styles and contexts.



### Supporting Reading at Home

- Encourage your child to read at home and for sustained periods of time, ensuring they are covering the chapter(s), which have been identified that week in school.
- Provide support if they are unsure about the pronunciation or meaning of a word, by encouraging them to make use of the Word Attack Strategies.
- Ask your child what happens in the chapters they have read to check their understanding.

## Comprehension Strategies

The stage four and five programme highlights the importance of developing children's higher order thinking and critical literacy skills. These skills are developed through the teaching of the six comprehension strategies:

- Prior Knowledge
- Metalinguistics (Tricky Words)
- Visualisation
- Inference
- Main Idea
- Summarisation

When reading the children will be encouraged to refer to and use the Word Attack Strategies when they come across unfamiliar words.

### 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

### Writing and Talking Linked to Reading

The four day programme stresses the need for children to be talking and writing about the quality text they have read in order to improve their ability to identify and comprehend the main messages within the text.

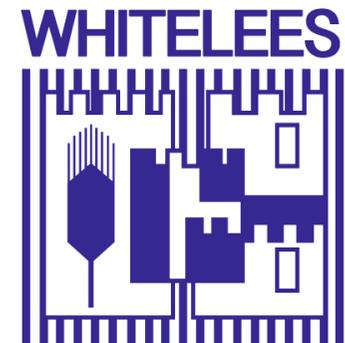
"The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go."  
-Dr. Seuss



## WHITELEES PRIMARY SCHOOL LITERACY

P4-5

## PARENT AND LEARNER GUIDE



## Writing

Literacy in Primary 4 and 5 is divided into four key areas:

- Phonics/Spelling
- Reading
- Writing
- Talking and Listening

### Spelling and Phonics (Week One & Two)

Spelling and Phonics are taught together at this stage. The children are taught in a block of four weeks, with two weeks being focussed on teaching phonemes and their representations, one week on strategy spelling and one week on spelling rules.

The children will continue to use the structure of SAY, MAKE/BREAK, BLEND, READ and WRITE, with which they have become familiar during stages 1-3. They will also continue to work with a partner and reciprocally teach.

In the first two weeks of the programme, the focus is on teaching the different representations of a phoneme sound. For example the sound 'ee' can be made by ee, e, ea, ie, e-e. The children follow a ten day programme which involves, independent and partner tasks, to consolidate their phonological awareness.

### Supporting Spelling at Home

- Help identify words, which contain the different representations of the phoneme.
- Diacritically mark words containing the phoneme representations.
- Dictate sentences or paragraphs containing the phoneme representations.
- Discuss what strategy to use when spelling a common word.

### Spelling Strategies (Week Three)

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.

### Week Four

Week Four consists of the children learning and using a spelling rule. They will select and revisiting all of the problem solving phonics into spelling and thinking strategies they have used over the month.

### Diacritical Marking

On day six of the ten day programme, the children are introduced to diacritical marking. Diacritical marking involves investigating words – recognising and identifying which phonemes are contained within each word. Children are involved in listening carefully, enunciating the words accurately and using the diacritical marking code to identify individual sounds and blends.

-  Single sounds/phonemes are marked with a dot under the sound
-  Joined phonemes are marked by underlining with a dark line
-  Split phonemes (formerly magic 'e') are marked with a joining loop

In school all children are taught writing in a variety of ways and across a variety of contexts, linked to the on going learning in the school.

Children are given opportunities to write on a daily basis, as well as a weekly 'taught' lesson. Throughout the week there are also opportunities to write linked to interdisciplinary learning.

### Daily Writing

Daily writing tasks are often linked to the novel the children are currently reading. It may also be linked to spelling, school events or current affairs. This daily writing could be in a variety of forms including, paragraphs, note taking, visual aids, lists etc. Daily writing should involve aspects of composition, grammar and punctuation or be used for a further purpose.

### Taught Writing

During the 'Taught' writing lesson children are taught the specific features and vocabulary for writing across a number of genres. Normally the children would cover three genres per term. At second level there are seven genres: Narrative, Persuasive, Explanation, Report, Recount, Instructional and Discursive.

During these lessons the children are given the chance to explore a 'model' text and break it down into the features and vocabulary, which make it a good model of the genre. Then using specific genre features and success criteria the children are asked to write their own text and evaluate their success against the criteria. Children will also provide and receive feedback from their peers and class teacher.