



# How we teach Literacy and Numeracy at St MacNissi's Primary School

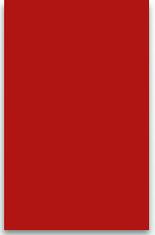


MRS MCQUILLAN





Welcome and thank you for coming to our meeting.



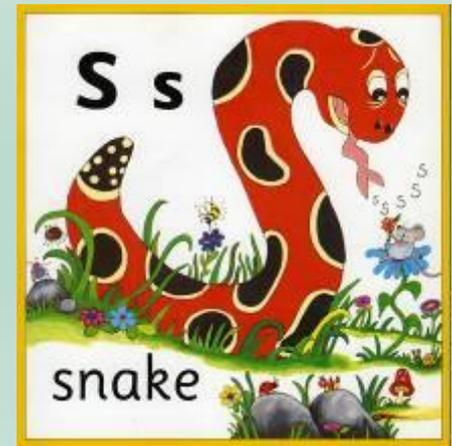
## WE AIM TO COVER:

- PHONICS AND READING
- HOMEWORK
- NUMERACY
- PARENTAL INVOLVEMENT



# What is Phonics?

- ▶ Phonics is the understanding of how letters combine to make words.
- ▶ We teach by slowly creating a working knowledge of the alphabet.
- ▶ Each sound is told through a story which encourages children to participate through actions and sounds.
- ▶ Gradually children recognise sounds without the pictorial clues.

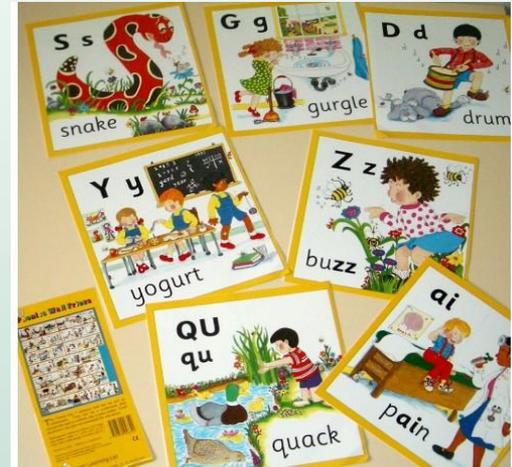




# Phonics

## Letter sounds

- ▶ Phonics is NOT taught in alphabetical order
- ▶ In Primary 1, we focus on single letter sounds, beginning with s a t i p n
- ▶ Only when these are secure, we will move towards learning DIGRAPHS and TRIGRAPHS
- ▶ Each sound is given an action which helps children remember the letter that represents it
- ▶ There is also a (catchy!) song to go with each sound and action
- ▶ Please support your child's learning by using the sound to describe letters taught. We will discuss letter names but we focus on sounds in P1.

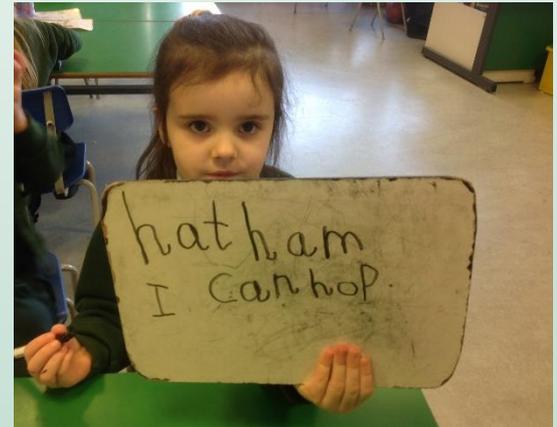




# Phonics

## Letter formation

- ▶ Children will begin to learn how to use and hold their pencil correctly.
- ▶ They will learn through play how to form letters.
- ▶ Children are encouraged to write in gloop, sand, jelly and with a variety of implements.
- ▶ Above all our aim is to encourage a desire to write.





# Phonics Blending

- ▶ Blending is the process of saying individual sounds and then pushing them together to make words.
- ▶ To begin with, children will sound out letters individually and then say them more quickly to hear the word.
- ▶ Initially, this process needs a LOT of modelling. Often, the teacher will sound out words so that the child is focused on listening to the sounds as they are "pushed" together.
- ▶ We often use robot arms to help children hear the sounds blended together.
- ▶ We also use sound buttons (dots and dashes) to help children to spot the sounds in a word.
- ▶ Words that we cannot blend, such as said, we call tricky words and must be learned by sight. We will focus on these later.





Let's have a go!  
(Blending)



tap

• • •



Let's have a go!  
(Blending)

sad



Let's have a go!  
(Blending)



Jack



Let's have a go!  
(Blending)



m a r c h



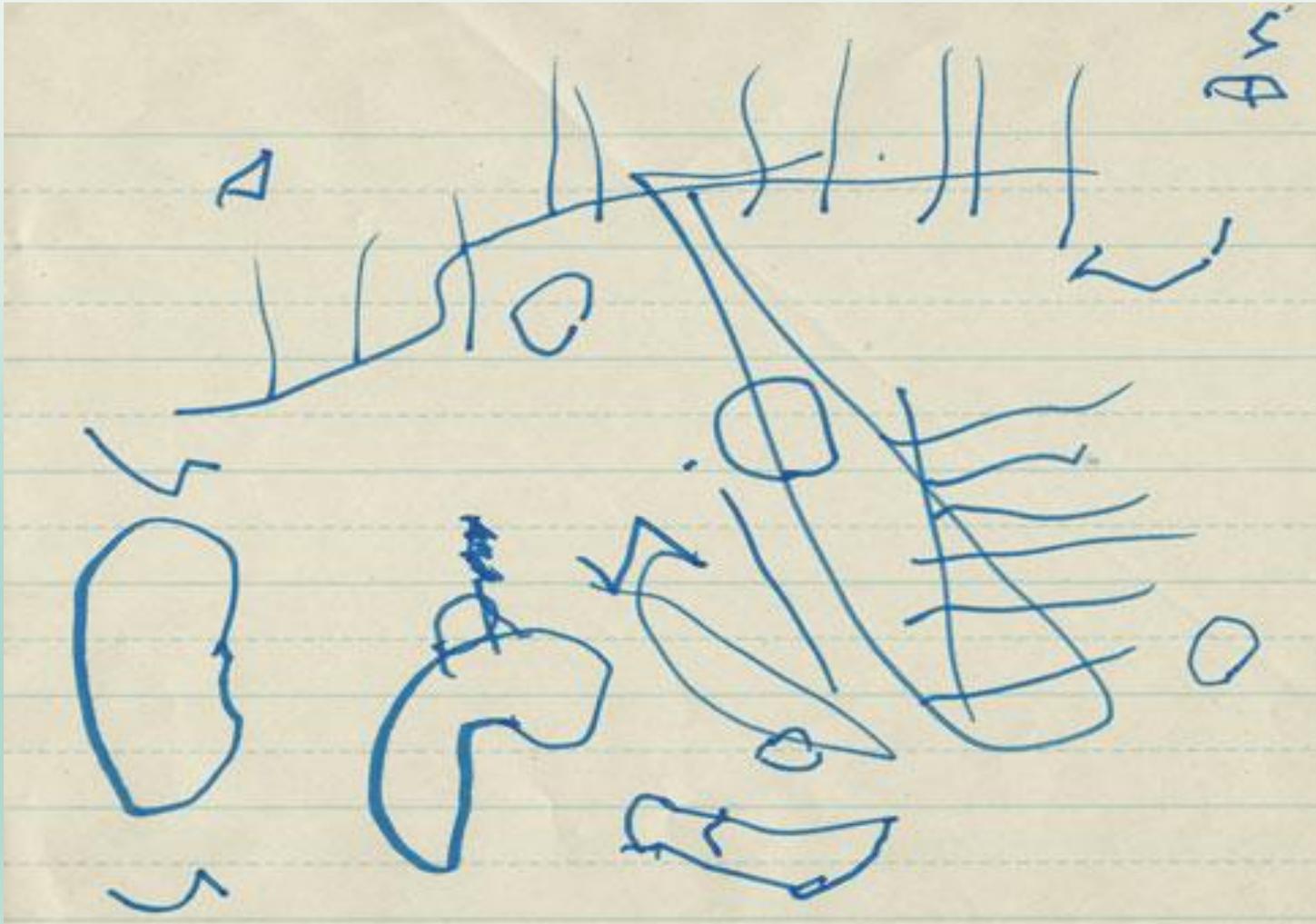


# Phonics Segmenting

- ▶ To help children spell words, they must first listen to the sounds and segment (break the words up) the sounds e.g c-a-t.
- ▶ Sound buttons are also taught for spelling
- ▶ Games such as I spy and tapping out the sounds in a word can help.
- ▶ In school, children will be supported to spell words with magnetic letters, chalk, glitter and using pencils.



# Writing Progression



Ben The very quiet cricket

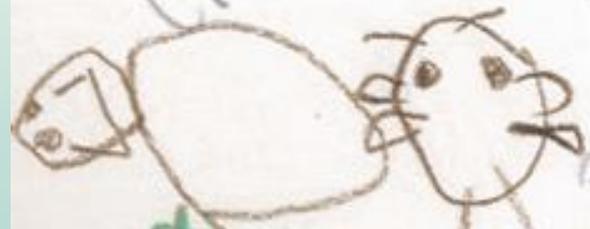
p o q p n p o

Cricket



horn

Apple



Butter fly



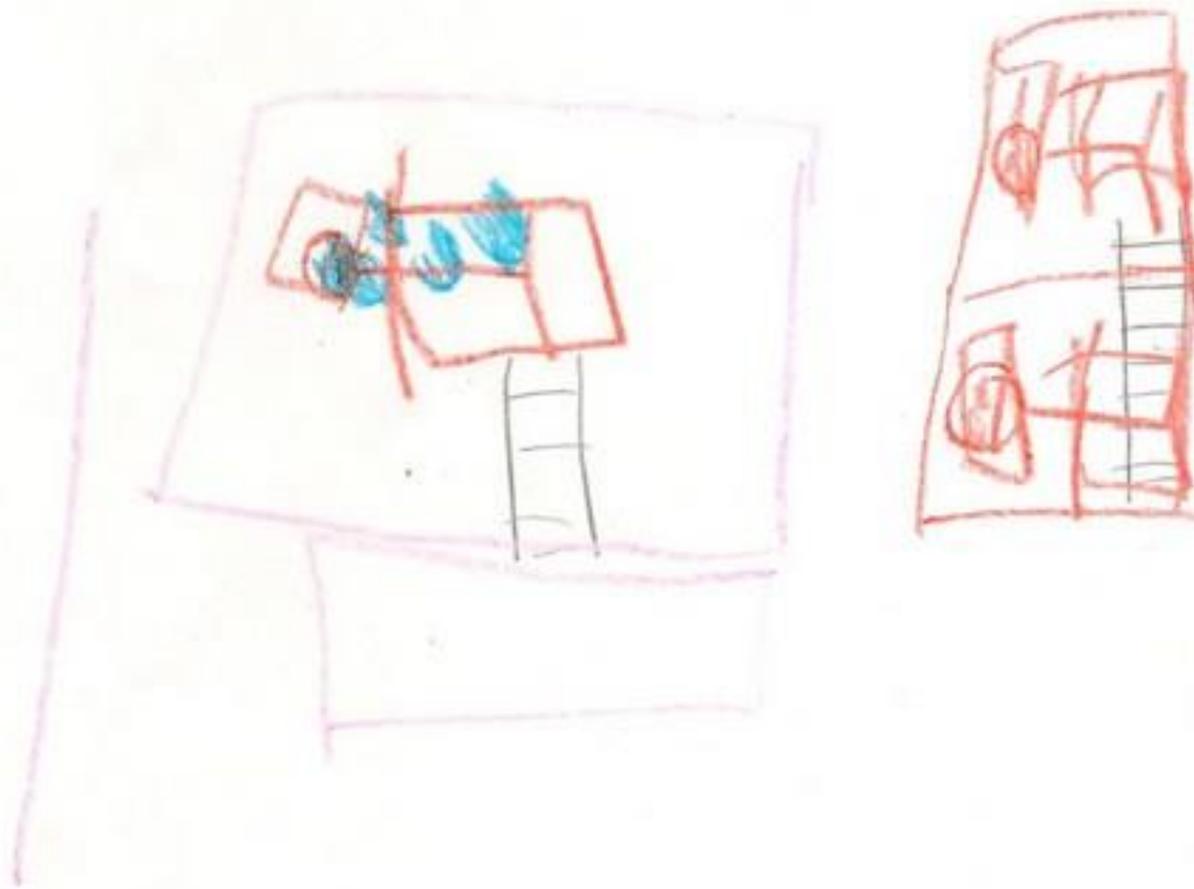
1 v q

o + n A S J H A

S + M M S N H V S G A



mouse cat dog



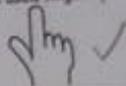
BA b i c K r n b (nad T Ba b i B u d.

WALT - write captions to match pictures.

- 1. Hear and say the initial sound in words.
- 2. Can segment the sounds in simple words and blend them together.
- 3. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in some order.
- 4. Write my own name and other things such as labels, captions.
- 5. Attempt to write short sentences in meaningful contexts.
- 6. Use my phonic knowledge to write words in ways which match their spoken sounds.
- 7. Write some irregular common words.
- 8. Write simple sentences which can be read by themselves and others.
- 9. Spell some words correctly and others phonetically plausibly.



I can read my work  I have used finger spaces  I have used full stops



Woh a poom a tim  
once open



dwos 3 lil pigg. med strins  
there made straw made



med a stic has bic has  
made house brick house





# Numeracy

- ▶ Children are encouraged to learn their number stories to build a sound foundation. Singing rhymes etc .
- ▶ Looking at shapes in the environment
- ▶ Positional/ measure language.
- ▶ Discussions with children should include language appropriate for their age and development.





# Homework

- ▶ Homework folders (school bag) should be returned each day. Please ensure that reading books are kept in folders so that we can read with your child at school too.
- ▶ Number homework will be either inside the homework folder or a practical activity.
- ▶ Literacy homework will mostly be phonics activities relating to this week's sound (phoneme).
- ▶ Your child will, in time, be provided with sound cards and word cards to practise at home.
- ▶ Pencil cases should stay at home for homework. In class, all children will be provided with what they need (we are always grateful for any donations of glue sticks, twistables, crayons etc)



# Reading Book Bands



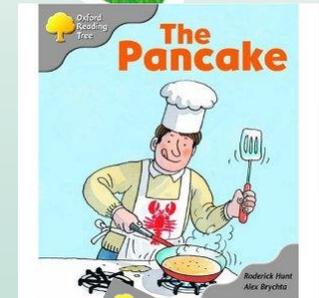
## Lilac Band

- Books have a front and a back
- Books open from the right hand side
- The front cover gives information about what is inside
- An author writes the text and an illustrator draws the pictures
- Stories have a sequence of events
- Illustrations show what is happening
- Print carries meaning



# Pink band 1A

- ▶ Simple, highly predictable text of about 20-60 words
- ▶ One repetitive phrase or sentence structure that includes at least one high frequency word
- ▶ Large font size with clear spaces between words
- ▶ Illustrations provide direct support for the text
- ▶ Text is in the same position on each page

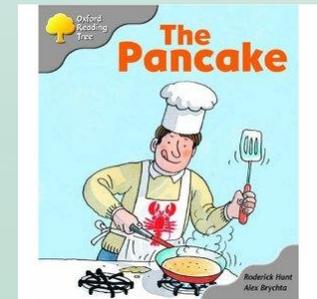




# Pink band 1A

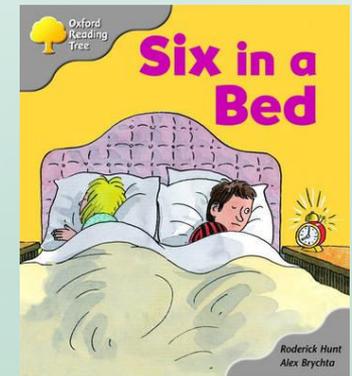
Pupils will

- ▶ locate the title
- ▶ Understand that the left page comes before the right
- ▶ Understand that we read print from left to right
- ▶ Use meaning with the repeated text to predict the storyline
- ▶ Start to match spoken word to printed word
- ▶ Use a few known words to assist reading





# Pink band 1B



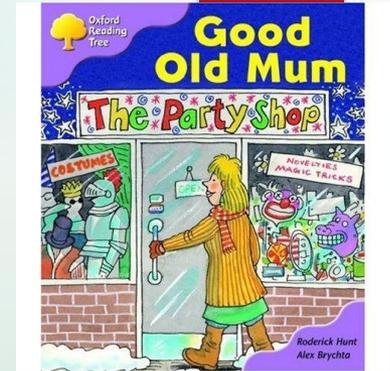
- ▶ Simple , predictable text of about 35-100 words
- ▶ One or two repetitive whole sentences with at least 2 high frequency words, often with a change of structure on the last page

## Pupils will

- ▶ Use the meaning, the repeated language pattern and some letter sounds to read simple text
- ▶ Read simple cvc ( 3 letter) words in the text from left to right
- ▶ Use known words to help reading



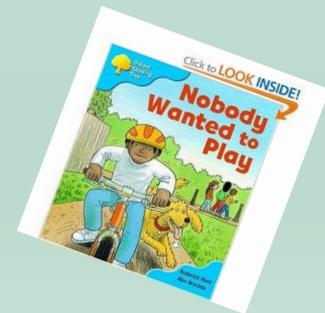
# Red Band 2



- ▶ Slightly longer, highly predictable text
- ▶ Some repeated sentences/ phrases that include high frequency words and simple cvc words that the children can blend
- ▶ Text may have more than one type of layout

## Pupils will

- ▶ Solve simple cvc words by blending sounds and check for meaning - does it make sense and sound right
- ▶ Start to read more fluently while maintaining track of the text
- ▶ Repeat words or phrases to check reading





# Reading "tracking"



- ▶ Teachers use a range of continuous assessment processes and tasks to gauge a child's reading level / attainment (e.g. sound checks, high frequency checks, miscue analyses)
- ▶ These help us to determine which book band a child should be on and where gaps in reading currently are
- ▶ A MASSIVE part of reading is comprehension. Children will not be moved on until they can read texts at a WORKING level and also COMPREHEND the texts
- ▶ Children will be assessed on unseen texts so that we can ensure that they are not simply memorising text
- ▶ It is a fine balance between books being challenging enough so that progression is always being made and books being so hard that the child is "put off"

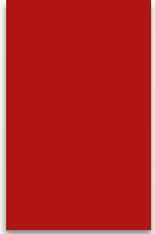


# Oxford Reading Tree (Biff, Chip, Kipper)

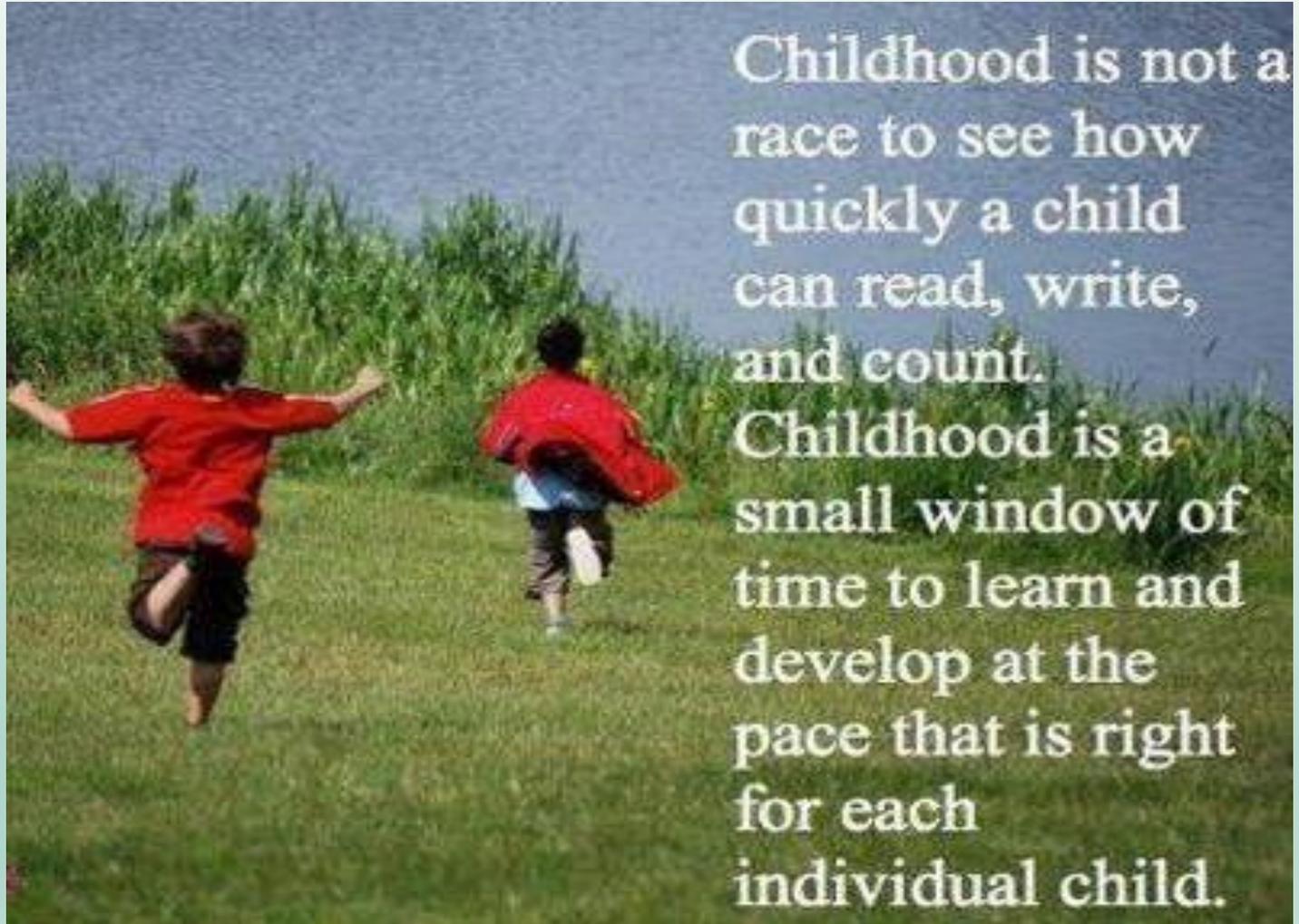


## NOTE.....

- ▶ When school's teaching of reading changed to a phonics approach, older texts needed **REBANDING**.
- ▶ For this reason, you may notice that your child is not given ORT books in the same order that you were at school or from the back of the book
- ▶ Sometimes, you may notice that your child's books have 2 lines of text and then revert to 1 line.
- ▶ Both of the above scenarios do not mean that your child is "moving backwards" or "struggling". It is due to the need for children to have been exposed to sounds / words before they read a story.



- ▶ AVOID comparing your child's book band with other parents or against their sibling(s)
- ▶ All children learn in their own time and the "lightbulb" moment happens in its own time
- ▶ Not all children will learn exclusively through Phonics - "Phonics First" approach



Childhood is not a race to see how quickly a child can read, write, and count.

Childhood is a small window of time to learn and develop at the pace that is right for each individual child.

# Literacy Tasks





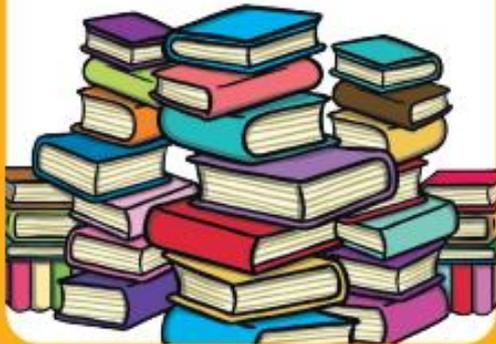
# Reading at home

- ▶ Let your child talk about the pictures, point out characters and discuss what they think is going to happen.
- ▶ The book may be accompanied by an extended story which can be read to the child to help deepen understanding of storyline
- ▶ Listen to your child read the story. If they need help, encourage to sound out the word or suggest a word they think would make sense. You could also sound out for them to hear it aloud. Tell the children the word if they are still unable to identify it.
- ▶ After the child has read the book, ask them to point out key words found in the 'words to learn' section of the reading record book.

# Reading Every Day Goes a Very Long Way

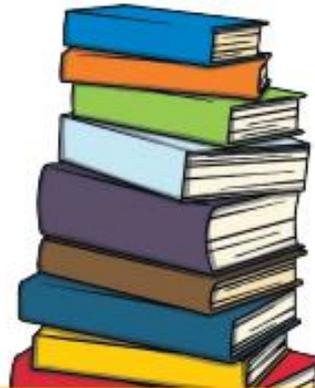
## Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



## Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



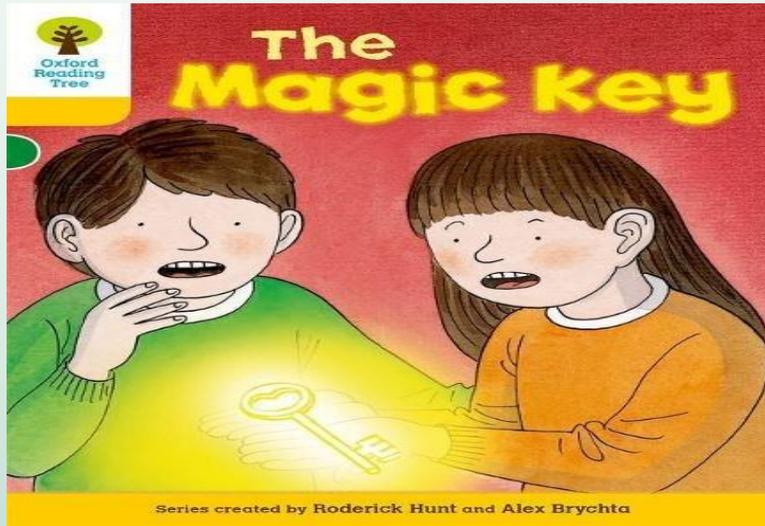
## Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

# Reading for Enjoyment



- ▶ Continue to read to your child every day, even when they are beginning to read for themselves
- ▶ Make this a quality time of day to look forward to
- ▶ Reading quality texts together builds vocabulary, a love of reading and shows the adult as a reader too
- ▶ Modelled reading also supports improved speech and language
- ▶ Reading is the key to the curriculum and beyond



Thank you for coming to our meeting.