

Bervie School
Active Literacy
A Guide for Parents
Stage 1-3
Reading and Spelling



Introduction

The aim of this leaflet is to provide you with information about how your child is taught reading and spelling at school and to give you information to allow you to support your child at home.

Reading

At School

Your child is taught to read through the process of guided reading. We no longer follow a traditional model of using just one reading scheme and your child will experience a variety of texts, both fiction and non-fiction, from a variety of publishers.

All children learn in different ways and at a different pace and teachers continually assess progress to make judgements about when children are ready to move on.

In class there are four structured reading sessions each week which follow a Day 1, Day 2 cycle.

On **Day 1** your child is either introduced to a new book or a new section of their current book. The teacher provides an overview, known as a 'walkthrough'. Time is taken by the teacher to introduce new vocabulary or 'tricky words', discuss the text and to teach comprehension strategies to help gain an understanding of the text.

After the initial walkthrough the children will have the opportunity to read aloud. This happens in groups or with partners. The teacher circulates to listen and provide feedback.

On **Day 2** your child will take part in an activity based on what they've read to support their understanding of the text. Some examples of these include comprehension activities, word-finding activities, grammar and punctuation activities.



At Home

Although books have been introduced in School and children have completed related tasks, it is important that reading is reinforced at home. Here are some suggestions as to how this can be done.

On **Day 1** talk about the front cover and how this relates to the text. Discuss the title, author, illustrator and spine. Read the text with your child and decode the text using the pictures. Talk about characters, their feelings and the story setting. Ask questions about events or characters.

On **Day 2** discuss your child's favourite part of the book or favourite illustration and ask them to say why. Talk about punctuation such as full stops, capital letters, question marks and exclamation marks. Can your child summarise their book?



Spelling



At School

On a weekly basis a new phoneme is introduced by the teacher. A phoneme is the smallest unit of sound that can alter the meaning of a word. This can be a single letter or a group of letters that together make a sound eg. the word 'pin' has 3 separate sounds - p / i / n
the word 'chip' also has 3 sounds - ch / i / p - as 'c' and 'h' together make 'ch'.

Some weeks are revision weeks. During these weeks children will be given up to five phonemes to revise.

Letter formation and word building are demonstrated using the magnetic board and letters. This is reinforced throughout the week by:

- Working with partners to read and write words and dictated sentences and then check these.
- Using magnetic boards to mirror the taught lesson either individually or with a partner.
- Taking part in a range of spelling activities.
- Working with a partner to say, make/break, blend, read and write each word from a phoneme list.

Your child is taught to problem solve using spelling strategies to spell tricky words. Children are no longer assessed purely on the basis of a single word spelling test. Instead the teacher makes judgements on a daily and weekly basis about your child's ability to spell words in a variety of contexts eg. working with a partner to write dictated sentences, transferring words into topic work and looking closely at taught writing.

At Home

As part of their homework your child will complete one of the activities from the homework grid using the taught phoneme. You could also encourage them to find, read and write words containing the phoneme in any story book, signs outwith the home, in newspapers etc. You could also take turns to be the 'teacher' and write simple sentences using words with the phoneme.