**Bankhead Primary School**

 **Literacy activities to support reading and writing**

**May 2020**

**The following activities will be useful mainly for children in P1-4.**

 **The common words will be useful for children at all stages.**

**Short videos to support some of the activities can be found at**

[**www.gdss.glasgow.sch.uk/PlainText/PlainTextaspx?SectionId=79606497**](http://www.gdss.glasgow.sch.uk/PlainText/PlainTextaspx?SectionId=79606497)

**There are also short video clips on handwriting, coordination, playing with sounds and alphabet skills.**

**To support EAL families a particular language can be selected on the webpage.**

**I hope you find these resources useful. Keep safe. Mrs McKinlay**

**Becoming better at something requires practice –try these activities with a range of texts. Read every day if possible.**

**Reading** texts–at child’s level /–read together ask your child to read aloud.

Think about punctuation- full stops and capital letters question mark ? Exclamation mark ! . Speech marks ’’ ‘’ Apostrophes, ‘ Use these to read with expression.

Look at the **front cover** -what do they think story will be about- discuss the title /illustration/ /author name /blurb on back.

Discuss **personal experiences** connected to the story e.g. story about birthday party- talk about a party they have been to or a party they have had.

Ask them to **predict** what will happen next as they read the story.

Discus **illustrations** what can they see/what they think, how they think the story will develop, end.

**Clarify-** explain any words child does not understand.

**Ask questions** -who what where why when -ask your child to make up questions

**Summarise** -can child say what the story is about in two or three sentences.

Talk about the **characters /setting** (where and when took place) /**plot** –how did **it end.**

 Ask your child to **retell** the story.

Did they enjoy the book –ask for reasons for their answer. Find books by same author if enjoyed.

**Write own stories** –use the books they have been reading as models for writing. Write about something they have done –keep a daily diary and illustrate –they will be able to look back over in the future.

Use capital letters/ full stops in writing. Use of exclamation marks**!** (when something is said louder /with more emphasis) and question marks **?** These will also be in the texts being read.

**Strategies for spelling/reading**

**Rhymes** –songs/ poems. Ability to rhyme is an important indicator of a child’s readiness for reading. Ask your child to give you words that rhyme.

Say three words aloud -two that rhyme and one that doesn’t rhyme –ask your child to give you the two words that rhyme e.g. cat/ bat/ tin. Mop/tap/top Try with 4 words.

**Alliteration** –words that start with same sound e.g. Round the rugged rock the ragged rascal ran/Peter Piper picked a piece of pickled pepper

**Sound Blending**

Ask child to blend sounds delivered orally.

Speak using a robot voice with 1 second delay between each sound.

Child to say word in normal voice.

E.g You say c-u-p  he says cup   You say   d-ay he says day

Try these:

m-a-t   (and any other 3 letter  words )

m-oo-n   oo is one sound

s-l-ee-p ee is one sound

u-n-d-e-r

d-e-n-t-i-s-t

**Sound Segmentation**

Ask child to say each sound he hears in a word that is spoken aloud

You say cat      He says   c –a- t –robotic (3 sounds )

Use any other CVC words     CVC =Consonant Vowel Consonant e.g.   sit   top   mat hat pot etc

Vowels are a e i o u the other letters of the alphabet are known as consonants

Try:

hat   h-a-t (3)

ship    sh-i-p (3)

hand  h-a-n-d  (4)

day    d-ay  (2)

still    s-t-i-ll  (4)

stripe   s-t-r-i-pe (5)

pillow   p-i-ll-ow (4)

**Syllables** – for counting these -put the back of your hand under your chin - say word and count syllables as mouth opens and closes

 e.g sun is one syllable 3 individual sounds s - u - n 3 letters sun say/write word

lion 2 syllables li - on 4 sounds l- i –o- n 4 letters lion

shop 1 syllable sh – o- p 3 sounds sh - o - p 4 letters s h o p

alphabet al- pha bet 3 syllables 7 sounds a-l-ph-a-b-e-t 8 letters

Mary- Ma –ry 2 syllables 4 sounds 4 letters

Please note -sh ch ph wh qu th the 2 letters make one sound

this is the same for oo ee ea ai ow ai oy ay doubles ll tt

**Segmenting** -say word -ask child to say word and count the syllables they can hear e.g.

Could tap these out with finger on palm of hand or on table

 spi der 2 syllables6 sounds s-p-i-d-e-r 6 letters s-p-i-d-e-r

Use the strategies above for reading and spelling any words

**Common Words**

The first 100 words account for over half of what we read on a daily basis. Have a look at what you read and how many times these words appear; these are the words that hold the text together. If children know these, and are not trying to sound them out, then the brain is freed up to think about what is being read.

Practice reading and writing these with your child daily – the reading of these needs to be accurate and automatic. Start with the words your child knows and work though the list over time. Progression though these depends on your child. We start with the first 25-50 in Primary 1 and progress from there depending on the child’s ability. These words are also found in our core reading books. The second and third 100 are included.

The following twelve words account for 25% of the total generally accepted sight vocabulary.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a | and | he | I | in | is |
| it | of | that | the | to | was |

The following 20 words account for about a further 10% of the total words.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| all | are | as | at | B  |
| but | for | had | him | his |
| not | on | one | said | they |
| we | with | you | have |  |

The following 68 words account for another 20% of the total words.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| about | an | back | been | before | big | by | call | came | can |
| come | could | did | do | down | first | from | get | go | has |
| her | here | if | into | just | like | little | look | made | make |
| me | more | much | must | my | no | new | now | off | old |
| only | or | our | other | out | over | right | see | she | some |
| their | them | then | there | this | two | when | up | want | well |
| went | were | what | where | which | who | will | your |  |  |