

Helping your child with literacy in Primary 2

This leaflet is to give you some ideas about how you can support your child's learning in literacy in small, fun, practical ways at home this year.

The brain development of children at this stage accelerates as they receive opportunities at school to learn new mental skills and concepts. As they grow and develop, they become more curious about the world around them, become more interested in exploring it, and begin to solve problems on their own. It's important to note that for this stage in brain development, learning takes place most effectively through concrete play experiences.

There are a lot of play opportunities in language- communicating with each other, reading and writing at home together these are essential to growing up.

Good writing starts with good reading

Supporting Reading at Home - Find a place to sit together that suits you both. Try to read for at least 5 to 10 minutes a day and once over the weekend. Encourage it as a pleasurable experience. Find some time to talk about the book as well as reading it.

Start with the title, look at the cover and briefly chat about what you might find inside. At the bottom of each page, encourage your child to predict what might happen next. If your child gets stuck, ask what word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself. Read to your child. You can help your child to understand the emphasis of particular parts of the story. Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.

📖 Read a range of things! (From newspapers to packaging!)

Listening and talking – always important (focus and concentration)

A Good Listener.....

makes eye contact with the speaker ... listens carefully ...responds appropriately to the speakerasks relevant questionsturns the body to face the person who is speaking...turns off distracting noises such as the radio or television

Listening is so important. Here are some ways to improve your child's listening

- Story tapes, audio CDs, songs and rhymes in the car and elsewhere
- Ask them to follow clear simple instructions
- Give them the opportunity to make choices – 'Would you like to wear a blue jumper or a red one today?'
- Take turns in conversations with them and encourage them to listen to your contribution.
- Play language games – like 'I-Spy', '20 questions', 'What am I?', 'Continue the story' – you start a story, the children carry on.
- Enjoy telling jokes and encourage the re-telling of them.
- Take time to answer your child's questions – model being a good listener

Writing

In Miss Hutcheon's class the children will be having a whole class writing session and sessions with Mrs Carroll. They will be writing a piece of personal writing and continue to link sounds and spelling.

You can support writing by being alert to occasions when the child can be involved in writing, for example, helping with grocery lists, adding notes at the end of parents' letters, sending holiday and birthday cards, taking down telephone messages, writing notes to friends, helping plan trips by writing for information, drafting notes to school for parental signature, writing notes to letter carriers and other service persons, and preparing invitations to family get-togethers.

Spelling is an important part of writing. Here are the common words for stage 2

Spelling - you can help your child by practicing these.

Have, your, only, by, are, come, of, new, said, could, her before,

Day, away, always, today, each, ask, year, eat, yellow, grow, again, food,

Blue, best, number, other, very, took, fast, there, their, some, them, last,

Because, week, keep, when, what, many, soon, book

How, where, now, too, round, found, wish, men

Who, after, hand, right

Spelling Pairs - Play spelling pairs with their words.

Draw a word grid and write each spelling word in a new box. You will need to write each word twice (each in a separate box). Cut them out, making sure you have two of each spelling word. Then turn them over and mix them up. Challenge your child to turn over two pieces of paper and then read each word. Are they a pair? If not, turn them back over and repeat this until they find matching pairs. Once they have found a pair, look at the spelling together and then ask your child to spell the word without looking.

Websites and articles

<https://www.schoolguide.co.uk/blog/10-proven-ways-to-help-your-child-do-well-at-school-simple-steps-every-parent-can-try-at-home>.

Growth mindset article -

<https://www.mindsetworks.com/parents/>

These are some of the targets for Curriculum for Excellence within first level

Primary 2 expectations in writing

- use vocabulary from reading in writing
- spell new and common words using learned strategies
- order alphabet using letter names
- write at least 4 sentences using capital letters and full stops
- use connectives to link ideas / join sentences (such as and, but, so)
- write ideas in a logical sequence
- include some details which are relevant to the task
- use interesting / wow words in context
- use labels on a picture / diagram
- write using a range of genre including personal experience
- describe events
- include opinion in writing
- write about character and setting

We are aiming to have your children to write at least four sentences using capital letters and full stops. Here are some ideas.

Other writing ideas

Build a climate of words at home. Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults -- particularly parents -- share experiences and rich talk about those experiences.

Let children see you write often. You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. What you do is as important as what you say. Have children see you writing notes to friends, letters to business firms, perhaps stories to share with the children. From time to time, read aloud what you have written and ask your children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing - which it is.

Praise the child's efforts at writing. Forget what happened to you in school and resist the tendency to focus on errors of spelling, punctuation, and other mechanical aspects of writing. Emphasize the child's successes. For every error the child makes, there are dozens of things he or she has done well.