

Helping your child with Literacy in Primary 3 - reading focus

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

Most of our children are making great progress in reading. They are becoming more confident readers and now is the time to broaden their interests and experience of a wide range of books. The primary 3's will be participating in the First Minister's Scottish reading challenge. Miss Hutcheon and I will be involved. We have appended a list of recommended books and websites- this will provide an even wider range of text to choose from.

Develop a love for words – increasing sight vocabulary

Help your child build up their vocabulary by taking them to new places and exposing them to different ideas. Visit our castles and museums and have your child describe the various exhibits that they see. Take your child along with you as you run off to the bank, the supermarket, or the shops, and see what new words you can discover.

Kids are often challenged by words that have multiple meanings. English is full of these types of words, such as "days" and "daze." It is important for parents to be aware that kids will need help in this area. In fact, you might think that a child understands a joke that relies on word play because of their laughter, but actually most children aren't able to understand these types of riddles until at least primary three. To help your child understand the different uses for the same word, ask him to explain the word's meaning. For example, if he uses the word "bat," ask if he meant the dark creature that flies at night or the wooden stick used in baseball.

Typically, a child needs to hear a new word 4 to 12 times before it is added to their vocabulary. When you introduce your child to a new word, try to keep a mental note of it and work to use it again in your conversations with your child. It is also important to use the word in a variety of different contexts, wherever it applies. Repeated exposure is one of the best ways to master new vocabulary words.

Word games, board games, wordsearches, crosswords and jokes are great for extending vocabulary. In class we will be building up their sight vocabulary.

During primary 3 the terms nouns, adjectives and verbs will be introduced.

Recommended reads –

The Cat Who Lost His Purr	Michelle Coxon
Frightened Fred	Peta Coplans
Friends	Kim Lewis
Mog Stories	Judith Kerr
Mr Wolf's Pancakes	Jan Fearnley
Frog is Frog	Max Velthuijjs
Cat and Mouse Story	Michael Rosen
The Snow Lady	Shirley Hughes
Grace and Family	Mary Hoffman and Caroline Binch
The Adventures of Captain Underpants	Dav Pilkey
The Diary of a Killer Cat	Anne Fine
Little Wolf's Book of Badness	Ian Whybrow
The Magic Finger	Roald Dahl
Mrs Wobble the Waitress	Allan Alhberg
Pirate School: Just a Bit of Wind	Jeremy Strong
George's Marvellous Medicine	Roald Dahl
The Giraffe, Pelly and Me	Roald Dahl
The Guard Dog	Dick King-Smith
Emily's Legs	Dick King-Smith

Non-fiction is trickier to read but it is essential for a balance of reading. The benefits of reading nonfiction are considerable and knowing about the layout of non-fiction is essential in the primary 3 classroom.

Non-fiction can create a sense of wonder by building on student interest in the natural world (they love nature books). It can motivate reluctant readers by engaging them with visual supports and attractive formats. It will build vocabulary by introducing readers to new texts. It will provide readers with exposure to a variety of text structures and features. It will develop critical reading skills and strategies while extending content area knowledge.

Understanding reading – you can help by asking these kind of questions. In brackets are the skills we are developing by asking the type of question

When at home you can discuss the text by asking

- Who is in the story? (Characters) Where is the story set? (Setting)
- Can you use the pictures to tell part of the story?
- How do you think the story will end? (Prediction)
- What will happen next? (Prediction)
- Do you like the characters? Why? (Justifying)
- What happens in the story? (Recall, main ideas and summarise)
- What did the characters say? Why? (Emotions)
- How did a character scare, upset or help another character? How would you feel at this point in the story? (Personal response)
- How do you think a character feels? Has this ever happened to you? How did you feel? (Link to real life)
- Did the story make you think of something that has happened to you or someone you know? (Link to real life)
- Can you put the main events in order? (Main idea)

Great websites for recommended books

www.scottishbooktrust.com

<https://www.booktrust.org.uk>

<http://www.lovereadings4kids.co.uk>

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

Reading

We want your child to reading – it is very much part of life – an essential tool.

One of the main targets is for your child to enjoy reading and build confidence. Primary 3 is a breakthrough year and by the end of the session they can become independent readers.

Here are some of the reading targets for primary 3

- ✓ I can talk about what I have read showing some understanding.
- ✓ I can read aloud to my partner or within a group using expression.
- ✓ I can read and respond to capital letters, full stops, and questions marks.

Non-fiction targets – you can help at home.

- ✓ I can use the contents and index pages in references books.
- ✓ I can ask questions about a topic before I read and scan for key words to help me locate answers.
- ✓ I can recognise and discuss key features of different types of fiction and non-fiction texts.
- ✓ I can find information from pictures diagrams and charts.
- ✓ I can identify tricky words within non-fiction texts.
- ✓ I can select relevant information.

Reading for understanding

- ✓ I can identify the main ideas and summarise these in my own words.
- ✓ I can discuss who is in the text, their emotions and behaviours, where and when the story took place.
- ✓ I can make predictions and justify with evidence.
- ✓ I can suggest words that have the same meaning as those in the text.
- ✓ I can answer both literal and inferential questions about a text.
- ✓ I can explain the difference between fact and opinion.
- ✓ I can relate the theme to my own experiences.
- ✓ I can discuss what texts / authors I like / dislike and justify my reasons.
- ✓ I can give / create a simple evaluation of a text.

If your child is competent when reading find ways to improve their expression of the text – this is a positive sign that they are understanding the text.