

Helping your child with Literacy in primary 5 – reading special

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.

At the beginning of primary five many of the pupils will begin their Curriculum for excellence second level learning journey. They will be moving onto more complex tasks within literacy. By the end of primary seven many of our pupils will be secure at this level

Spelling activity – You can help with homophones – always tricky for pupils.

Homophones – spelling. You can help your child's spelling by working on homophones. These are words that sound the same but are spelt differently.

there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, accept/except, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, meat/meet, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Two websites –

<https://sites.google.com/site/easygrammar4kids/homophones>

<http://www.bbc.co.uk/skillswise/game/en21wadc-game-paris-word>

Listening and talking – pupils are being asked to contribute in group working.

- listen when others are talking throughout the discussion
- make relevant contributions throughout most of the discussion
- show they value others' contributions almost all the time
- respond to questions from others in group discussions e.g. giving further information, rephrasing
- build on the contributions of others at various times e.g. to reflect on, clarify or adapt thinking
- challenge the ideas of others

Here's how you can help.

✓ Ask your child to find specific information for you on a computer or tablet. Once they find this information, ask them to give you a verbal summary of the information that they found.

✓ Encourage your child to participate in family discussions, e.g. during meal times, and guide them to listen carefully to what other people are saying and to respond appropriately by asking questions or explain why they agree or disagree with someone's viewpoint.

✓ Set up opportunities for your child to role-play their favourite sports personality, singer, tv celebrity etc. Encourage your child to find information about the person of their choice and then use 'hotseating' to test their knowledge about the person – they sit in the 'hot seat' and try to answer the questions that you pose.

✓ You could watch a television programme or film with your child and then ask them questions about the contents, getting them to express their opinions and preferences.

✓ Talk to your child about the articles in your local or national free / electronic/ daily newspaper or news watched on the television.

✓ Involve your child in discussions about the planning and organising of day trips, holidays, visiting other family members etc

SUPPORTING YOUR CHILD

Second Level- Supporting Your Child at Home

As your child gets older and more independent it is still important to support their learning. The regular support and building of confidence is very important. We are trying to support a positive attitude to learning and a commitment to keep trying. You must praise their efforts and support them by encouragement.

Do something for ten minutes each day together and it makes a difference.

Keep reading together.

Continue reading aloud to your child. Read novels together. Read the newspaper and magazines and discuss articles together.

Provide support as your child begins to read informational texts in different subject areas.

Provide a quiet place for homework, writing, and reading.

Writing – try this activity, simple repetitive activities

- Play around with sentences e.g. start with a simple sentence – I went swimming. Take it in turns to tell your partner what to do e.g. change the verb / add a phrase to add detail (where, when)

In pairs / a group make up sentences by saying one word each / a story by saying one sentence each.

Write a short paragraph. Practice the capital letters.

Play word games such as Boggle,

Use the website - <http://www.crickweb.co.uk/ks2literacy.html>

This is a great website for practising and developing skills and it is free.

Reading

Children have very busy lives today and reading sometimes gets forgotten. However even if children can read fluently it is still important that they read daily. It is a great help if parents can encourage their children to read—even if it is only for 10/15 minutes a day—and discuss aspects of the book with them. Show children that you value reading, let them see you reading, share books with them. Encourage them to read a wide range of texts from a variety of authors. Join the local library at Banchory or Culter. Recent research into the reading skills of 15 year olds across the world found that children who are more interested in reading do better at school than those who don't read for pleasure. The study also found that parents who talk to their children about books, TV programmes and films help to keep their children interested in reading.

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills. These are:-

Inference Deduction Authorial technique and intent Skimming and scanning

Inference—something that is not explicit in the text but is inferred.

Deduction - Work out something from clues in the text.

Authorial technique and intent-What the author does to get his intended message across.

Skimming and scanning - to read quickly to get an overview of the story or to look for particular points in the text.

As children get older they are expected to read a wide range of both fiction and non-fiction material.

Fiction	Adventure Mystery	Historical Horror	Fantasy	Mystery	Science fiction Myths and legends
Non Fiction	Diaries Biographies	Journals Magazines	Letters	Leaflets	Newspapers Autobiographies

Reading homework – it is still very important! Please read with your child and ask questions about the text. Here are some examples of questions. You don't have to ask them all!! Just pick a few to help develop their understanding and answer/discuss the answers with your child.

The questions in each numbered section refer to different aspects, it does not matter which section you choose but try to try to make sure you choose questions from all the sections over a week.

1. Where does the story take place? When did the story take place? What did the character look like? Where did the character live? Who are the key characters in the book? What happened in the story?

-What kinds of people in the story?

2. If you were going to interview this character/author, which questions would you ask?

-Which is your favourite part? Why?

-Who would you like to meet most in the story? Why?

-What do you think would happen next if the story carried on past the ending of the book?

-Who was the storyteller? How do you know?

-Predict what you think is going to happen next. Why do you think this?

-How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?

3. Were you surprised by the ending? Is it what you expected? Why/why not?

-What is the main event of the story? Why do you think this?

-How has the text been organised?

-Why do you think authors use short sentences?

-How did you think it would end/should end?

-Has the author used an unusual layout in the text? If so, describe it and say why you think they did this?

-Has the author used a variety of sentence structures?

-Has the author put certain words in **bold** or *italic*? Why have they done this?

4. Why did the author choose this title?

-Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?

-Can you find some examples of effective description? What makes them effective?

-Which part of the story best describes the setting?

-Can you find examples of powerful adjectives? What do they tell you about a character or setting?

-Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?

-Can you find examples of powerful verbs? What do they tell you about a character, actions or the setting?

-Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?

5. Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?

Why did the author choose this setting?

What makes this a successful story?

What evidence do you have to justify your opinion?

How could the story be improved or changed for the better?

What was the most exciting part of the story? Explain your answer as fully as you can.

What genre is this story? How do you know? What was the least exciting part of the story? Explain your answer as fully as you can.

When the author writes in short sentences, what does this tell you?

6. Do you know another story, which deals with the same issues e.g. social, cultural, moral issues?

-Have you ever been in a similar situation to a character in the book? What happened?

-How would you have felt in the same situation?

-What would you have done differently to the character in a particular situation from the book?

-How would you feel if you were treated in the same way as the main character?

-What did the story make you think of?

-Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?

-Do you think this book is trying to give the reader a message? If so, what is it?

Punctuation - capital letters!



The most important punctuation mark for everyday life is the capital letter. When should we use it?

Capital letters for proper nouns and names: We give capital letters to any proper noun. This means the actual name of something or someone. We give capitals to all the main words that are part of the name. Examples:

☐ Harry Walker; Drumoak Primary School; Banchory ; Easter; Glasgow Warriors; The Battle of Bannockburn ; Aberdeen Football Club; Loch Ness , Monday July 13.

We give capital letters to all the main words in titles, including in books, films, and pieces of work. Small words (such as of, the, a, an) are not given capitals unless they are the first word of the title.

☐ The History of Drumoak; Charlie and the Chocolate Factory; The Prince of Wales; The Return of the Jedi

Pupils normally can complete the exercises in capital letters but it is applying them to their writing. Writing small paragraphs containing titles embeds the learning of capital letters.

The children will be learning and experimenting with apostrophe, direct speech, commas and semi colons.

Curriculum for Excellence –These are some of the areas that we will be focusing on within the school year.

During primary 5 and 6 we will be working to achieve these targets.

Reading

- ✓ select and read increasingly challenging material for a sustained period
- ✓ express thoughts, opinions and ideas on authors
- ✓ use contextual cues to read and understand unfamiliar words and expressions
- ✓ read aloud with expression using the right pace and tone to enhance meaning
- ✓ recognise, understand, use and evaluate the effect of similes, metaphors and alliteration

Writing

- ✓ challenge themselves to spell less familiar words
- ✓ use alliteration and simple similes
- ✓ use a dictionary and thesaurus effectively
- ✓ use commas for pauses
- ✓ vary sentence structures
- ✓ recognise key features and layout of a paragraph
- ✓ write in paragraphs
- ✓ join all letters accurately
- ✓ check and edit work for meaning punctuation and spelling
- ✓ experiment with apostrophe, colons, semi-colons and quotation marks
- ✓ use direct speech