

## Literacy in Primary 2 and Primary 3

At Greenbrae School we are adopting an active approach to literacy which clearly links the teaching of reading, writing, listening and talking.

### Phonics

Using a phonic progression, the children are introduced to a new sound each week. When teaching them the sound the teacher will make a word which has that sound and using the hand below as a prompt the pupils:

- Say a word aloud together
- Break down and say the letter sounds
- Blend the sounds together
- Read the word aloud
- Write the word independently on a white board.



Throughout the week the pupils complete a range of activities which reinforce the sound that has been taught along with others that have been learnt previously.

On a Friday the pupils complete a spelling assessment. This involves them writing the words that they have been learning during the week, some linked to the new sound along with a few 'tricky' words.

### Reading

Reading is taught four times a week with two of these sessions being led by the class teacher. Whilst the teacher is working with a group the other children will be working in pairs, groups or individually on a variety of reading activities.

## What can I do to support my child's learning?

As we embed these changes to the teaching of reading and phonics, it is important we work in partnership so that the approach used in class is mirrored at home. Taking account of this we would ask you to follow the steps below when supporting your child with their phonics and reading.

### Phonics

Regularly discuss the new sound and those that have been done previously. Support your child to use the 5 strategies identified on the hand when they write their words out twice in their sounds book.

Encourage your child to start writing each letter in the correct place and make the letters the correct size e.g. a sitting on the line 'g' has its tail below the line.

### Reading

Ensure that your child's reading is done regularly.

Take time to discuss the books with your child. Ask the children to discuss what they have read and predict what might happen next.

Encourage your child to sound out words using their phonics knowledge.

If they are unsure of a word support them without doing it for them.

### Finally

Please do not read further than has been identified as it is important that the class teacher has opportunities to hear a child reading 'unseen text'.

If you have any questions, please make an appointment to see the teacher who will be happy to help.

### Use the pictures

'Oh that word must be dragon because I see one in the picture'.



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### Chunky Monkey

Look for chunks you know

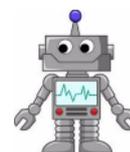
Wed-nes-day



Pic-tures

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'chair' reminds me  
of hair and fair



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