



Learning together, growing together to be all that we can be.

Burnside Primary School Literacy and English P.1



Literacy and English Information P.1

Phonics (phonemes)

- Multi-sensory approach to learning sounds (story/action caters for different learning styles).
- Phonemes are introduced in a particular order – a, t, s, l, p, n, f, m, d, e, c, k, ck, g, l, f, o, b, u, h, w, j, v, y, z, q(u), x, sh, th, ch, ng, wh, ph, ee, oo, ck, ai, oy, oa.
- Upper and lower case letters are taught (names and sounds) and letter formation is taught at the same time.
- **5 Finger Approach**



SAY the word

MAKE/BREAK the word e.g f l a g

BLEND the word from left to right

READ the word

WRITE the word

Spelling

- Taught with a main focus lesson in the week, followed by daily activities to reinforce the learning. The common words are taught; those the children are most likely to come across when reading.
- **Spelling strategies**
 - ⇒ Use **phoneme** knowledge (sounding out)
 - ⇒ **Word shape**
 - ⇒ **Syllabification**—break words down eg go-ing
 - ⇒ **Tricky letters**
 - ⇒ **Compound words** e.g 'into' is made up of 'in' and 'to'
 - ⇒ **Mnemonic** e.g 'because' - Big Elephants Can Add Up Sums Easily
 - ⇒ **Using Analogy** e.g if you can spell 'hill' you can spell 'will' and 'fill'

Children can also use Look, Cover, Write, Say to reinforce spellings.

Reading

- Reading linked to spelling and phonics.
- Oxford Reading Scheme used in main.
- **Guided reading approach**
 - ⇒ Teacher provides an overview of the text, focus on vocabulary to be introduced
 - ⇒ Children taught to use picture clues and various comprehension strategies
 - ⇒ Word attack strategies are taught to help decode words.....
Look at the first letter
Sound out the first few letters
Break the word into syllables

Look at the last letters
Read the sentence again
Look at the picture
Look at the shape of the word



- Independent and paired reading as well as discussion. Teacher monitors.
- Reading fluency and comprehension important
- One book per week initially. Practice of reading book each night. Please encourage your child to point to each word as they read it using their "busy pointing finger" and to read from left to right. Children may memorise text at this point or use pictures as a clue. This is common at this stage.
- In class, the children will be using Higher Order reading strategies to help develop a further understanding of the text e.g. predicting or connecting.



Writing

- Daily writing activities linked to phonics, spelling and reading
- Variety of tasks and genres further into P.1

You could challenge your child by asking them to transfer the skill of blending from the list to unknown texts when reading for enjoyment.