

Welcome to David Livingstone Memorial Primary School



How to help
your child with
reading

Reading for Enjoyment

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b**
Curriculum for Excellence – Early Level Reading

Reading is a vital life skill. To develop confident readers, talking about texts is crucial. Below are some ways to encourage your child to begin developing their reading skills:

- Share a book with your child for ten minutes a day.
- Each night, choose a story to read at bedtime.
- Let your child choose a book to read that interests them.
- Read both fiction and non-fiction books with your child.
- Find a suitable time and a comfortable place where both of you feel relaxed.
- Visit your local library to give your child the experience of reading a variety of different books.
- Choose books with lots of rhyme and repetition to allow your child to join in reading with you
- Encourage your child to read along with you at appropriate parts during a story, e.g. repeating phrases in books like the Gruffalo - “There’s no such thing as a Gruffalo!”

Here are some questions you could ask your child during reading time:

What do you think will happen next?

What was your favourite part of the story?



Who is your favourite character? Why?

What do you think is happening in this picture?

Reading Strategies and Skills

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**
Curriculum for Excellence – Early Level Reading

Book Banding

North Lanarkshire Literacy uses the 'Guided Reading' approach, which means children will access a variety of texts from different publishers. The books are organised into levels known as 'banding'. Each band is represented by a colour. Within each band level, there are a variety of fiction and non-fiction texts.



In Primary 1 most children will start on the **Pink** reading level. As they become more fluent, they will move on through the levels at their own pace.

Guided Reading

The teacher will provide an overview of the text. We call this a 'walkthrough'.

During the 'walkthrough', the teacher will highlight any tricky vocabulary and common words, as well as model comprehension strategies to help the children gain a better understanding of the text.

The children will begin to use reading strategies such as 'sound it out' as their phonics knowledge increases. This will allow them to decode words they find difficult.

Choral Reading and Paired Reading

After the initial walkthrough, the children will have opportunities to read aloud in groups and in pairs. The teacher will listen and provide feedback.

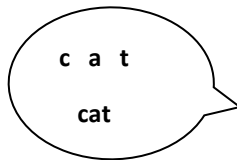
Strategies to Develop Reading

We aim to cover two reading books per week: these are handed out on Mondays and Wednesdays. Children should also be encouraged to read **other texts** over the course of the week and not only focus on these books. In class, children will be using a variety of texts to develop their reading skills.

Below are some of the main decoding strategies that we focus on in Primary 1. These will help your child to develop the confidence to tackle unfamiliar and tricky words whilst reading.



Re-read



Use picture clues



Read on



Sound it out

It is important to make sure that children have an opportunity to read at least **once a day**. This will really help develop their confidence in reading and allow children to develop sight vocabulary that will help them develop fluency in reading.

In Primary 1, children will be encouraged to use their knowledge of phonics to help them to **sound out** and read words. They will also be learning to recognise simple common words, e.g. the, and, me.

Some of these common words cannot be sounded out and should be learned through practising flashcards and other suggested activities in your child's homework pack, as well as through practising reading books each night.

Paired reading

Sometimes we allocate an older child to be a paired reading buddy to children in the infant department. Having a paired reading buddy helps to develop reading as an enjoyable and sociable activity that is valued across the school.