

## Questions to Ask

Key Skill	To support this, you could say...
Identify common words	Can you put your finger on the word 'the'?
Join in with predictable phrases	I bet you can't remember the next bit. Let's say it together
Self Correction	Does... make sense? It didn't sound quite right. Let's try again.
Stuck on a word	Let's stretch the word out. Let's look for chunks in the word. Let's read onto the end for clues to help us. Sound the words out.
Discuss the title and events	So, why do you think it's called Jack and the Beanstalk?
Identifying main events	What is happening? Who is the main character? Where is the story set?
Building Vocabulary	Which words could the author have used that is a bit better than <b>big</b> ? What does <b>extraordinary</b> mean?
Retelling a story. Prediction.	What happened in that story again? I've forgotten? What do you think will happen next?
Detect and produce rhyme	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on. What else rhymes with wall? Could we make it a silly rhyme?



## Reading With Your Child



Early Level

## Expectations

Parents are recognised by Glashieburn, as having a vital role in their child's learning and development throughout their lives.

*The development of literacy skills plays an important role in all learning.* – Curriculum for Excellence

*At Early Level we adopt an approach that aims to ensure learning and teaching matches each child's developmental status and individual learning needs.*

Prior to learning to read we look for children to be able to...

- Listen attentively for 10 or more minutes
- Discriminate between different sounds
- Remember different sounds/words
- Hear the boundaries between words
- Be aware, detect and produce rhyme
- Detect syllables and blend them
- Break words up by sounds
- Blend sounds together to make a word (onset-rime)

Other skills learned by the end of Primary One ...

- Knowing how to hold a book the right way round
- Tracking text from left to right with their finger
- Recognise environmental print/shapes of words
- Learning tricky words - instant recognition
- Join in with familiar/predictable phrases
- Familiarity with fairytales, nursery rhymes and traditional tales
- Making predictions; Identifying basics - Who? What? When? Where? How?



## What This Means for Parents

Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts- recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.

Show your child how to find information in a book rather than finding it for them.

Play games – 'I Spy', make silly stories, play with rhyme, tongue twisters,

Pretend to be a robot. 'Can you bring me your s-o-ck-s?'

Make reading routine and have books available.

Stuck on a word – Don't tell them. Guide them. Use the book mark to help with strategies.

Vocabulary – Build up your child's vocabulary by explaining what words mean and discuss when you could use them.