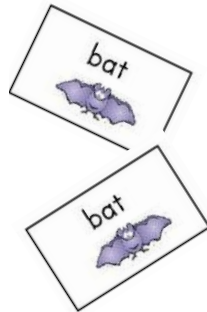


Common Word Activities

Pairs

You will need two sets of common word cards. Pick out the word cards that your child already knows for the first few times you play the game so that they enjoy and succeed. Then, gradually take out some of the word cards they can confidently read and replace them with a number of words they aren't so sure on. Place the two sets of word cards you have chosen face down. Turn one card over and say the word, turn another card over and say the word. If they match and you have made a pair you can keep the pair you and have another go. If they do not match it is the next person's turn. Keep going until all the words have been paired.



Snap

You need 2 sets of word cards. Each person has a pile of cards they keep face down. Each person turns a card over and says the word on the card. If they match you shout out the word on the card and not snap. The first person to shout the word out is the winner of the cards on the table. Keep going till all the cards have been won.



Shout It Out

Use one set of word cards. Spread the word cards face down. Take it in turns to turn over one card each at a time. The first person to shout the word wins the card. You can play this game with silly voices.



Common Word Activities

Stepping Stones

Spread a number of the cards over the floor. Ask your child to jump from one word to another as if they are jumping from stepping stone to stepping stone. As they jump they have to say what word they are going to jump to next.



Splat

Use one set of word cards. Spread a number of the cards on a table or floor. Ask someone to say one of the words. Whoever is first to slap the word and shout SPLAT wins the word.



Flash Cards

Select a few words from the word cards. Go through each card together first. Hold up a word, if your child can read it they take the card. If they can't put it back in the pile so they can come back to it at the end. If they still can't get it tell them the word.

With words the children are becoming more familiar with set them a speed challenge. How quickly can they say all the words as you show them each card in turn. Remember to muddle them up regularly so that they don't just remember the sequence of words you are showing them. Use the flash cards in the same way but choose silly voices for each word.

Word Hunt

Use one set of word cards. Hide a number of them around a room (without your child seeing). The child has to find the cards and bring them back to you saying the words as they find them.



Before, During and After Reading

When reading with your child, ask the questions below. You do not have to ask every question each time, only ask a few from each. The focus of reading homework is reading aloud. Support your child with sounding out words and using the pictures as clues. When reading the book ask your child if they can spot any of their common or spelling words.

1: Introduce the Book

Before reading the book ask:

- Is it fiction or non-fiction?
- Can you remember what happened in the story? (If they have read the book in the class)
- Tell me about the front cover. What do you see?
- What is the title?
- Who is the author? Illustrator? Show us the title/author/illustrator.



Before, During and After Reading

2: Read the book aloud and have a conversation with your child about what is happening as you are reading.

During reading the book ask:

- Who is your favourite character? Why?
- Did you dislike any characters? Who? Why?
- What does this story remind you of?
- Has anything in the story ever happened to you? What happened?
- What might you have done in _____'s situation?
- What were the most important events in the story?
- What was your favourite part of the story?

3: The children read/retell the story, with support as required.

After reading the book ask:

- Can you tell me what happened in the beginning, middle and end?
- Why do you think (insert scenario) happened?
- Why did (character's name) did that?
- What did you think of the end of the story?
- Did you like it? Why/why not?
- Would you recommend this to a friend? Why/why not?
- Create a different ending and/or make predictions about what happens next.

St. Cuthbert's Primary School



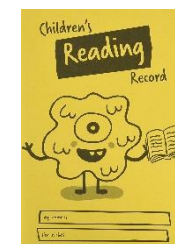
Supporting
Reading
and
Spelling at
Home
P1-4



Homework Policy for Reading and Spelling

Reading for P1-4

Your child will be given a yellow Reading Record. You **must date, sign and make a comment**. The **focus of reading homework is reading aloud** so make your comment about this. Use the **Before, During and After Reading Questions** when reading (on the back of the leaflet).



For example, (Name) was able to read pages 1-5 well but they struggled to read the words *the and in*.

The teacher will indicate which pages/section they should read.

How many times a week should my child read at home?

P1 and 2 OR Stage 1 -4 books	Read the full text, 3x per week
P3 and 4 OR Stage 4 and upwards	Read the story or section over the week

Reading books for all children in P1-4 MUST be brought back to school each day!

Spelling for P1-4

Spelling Words	<u>Primary 1</u> Monday – Say the sound and write the sound. Wednesday – Write the words with the sound (the teacher will provide the words).	<u>Primary 2 -4</u> Monday – 1 st Sound of the Week – Write the words 3x each and write a sentence with each word. Wednesday – 2 nd Sound of the Week – Write the words 3x each and draw a picture to match each word.
	Common Words Your child will be provided with a tub which will contain their common words. Use the Common Words Activities Sheet and practice their common words at home using the ideas on this sheet. This should be done once each night. On Tuesday, in your child's homework jotter, write the common words for the week three times each . P2-4 should write a sentence with each word. Do this once per week . These tubs must be returned each Friday so that the next set can be added in. The previous set will stay in the tub so that your child has a bank of words to practice with.	