



**University of Dundee**

## **Primary One Literacy Assessment and Action Resource (POLAAR)**

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## **Appendix 1: Literacy Strategies**

### **Word Attack & Comprehension Strategies**

#### **Word Attack Strategies**

These strategies, to which children should refer, can be displayed on a classroom wall and made into a bookmark to use while reading at home.

- 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

#### **Comprehension Strategies**

Concepts of print are found to be effective when looking at comprehension strategies. These may include strategies such as:

- how to hold a book
- front and back of book
- recognition of where to start reading
- left to right sweep and return

The National Reading Panel (2003) identified six key comprehension strategies that are found to be effective for children in primary one. They are identified below with examples given for each.

- 1) Monitoring comprehension
  - Using the title and front cover as a prediction tool
  - Use of picture clues to aid understanding
- 2) Answering Questions
  - Continue to read the passage in the hope that later information will clarify the problem
  - Reread the text
  - Look ahead in the text
  - Consult other sources
  - Making inferences about the text (e.g. predictions and then reading on to see if they are correct)
- 3) Pupil Generated Questions
  - Pupils can be taught to ask different types of questions (e.g. close reading questions, thought provoking questions, open ended questions)

4) Recognising Story Structure

- Identification of setting (where did the story take place?)
- Recognising why certain events took place (why did this happen?)
- Identification of main events (what happened in the story?)
- Identification of story structure (recalling story, sequencing)
- Identify, discuss and understand the effect of the author's choice of simple words/phrases/devices (e.g. alliteration)

5) Summarising

- Recall of the story
- Identification of main characters
- Identification of main events
- Sequencing events

6) Using Graphic and Semantic Organisers

- Using pictures to sequence events
- Using question words to develop understanding of story

## **Appendix 2: Literacy Activities**

### **"I Spy"**

I Spy is an oral activity which enables children to develop their phonological knowledge and increase their awareness of sounds in words. Evidence shows that children are aware of initial sounds in words prior to end or medial sounds. Therefore the activity should begin with:

"I spy with my little eye something beginning with \_\_\_\_\_"

And proceed to;

"I spy with my little eye something that ends with \_\_\_\_\_"

And finally;

"I spy with my little eye something that has an \_\_\_\_\_ in the middle"

The above activity could also be linked to any topic/theme i.e. At the Vets, On the Farm etc.

### **Phoneme Substitution Activity**

This activity develops a child's phonological awareness and can be completed with initial, final or medial sounds. Staff would draw up lists of words to accommodate the phoneme substitution.

e.g. "Say the word mouse but change the 'm' to an 'h' sound" (mouse to house)

"Say the word pot but change the 't' to a 'p' sound" (pot to pop)

“Say the word sheep but changed the ‘ee’ to a ‘o’ sound” (sheep to shop)

This activity also reinforces the fact that when one phoneme is replaced by another phoneme the meaning of the word changes.

## Question Game

**Aim:** to encourage children to generate questions using who? why? what? when? where? which? how?

**Materials:** set of question words

**Procedure:** display question words on board. The teacher models using the question words whilst reading using 'think aloud'. As a child uses a question word, remove it from the board... subsequent questions must begin with one of the remaining words.

When?

Who?

Where?

Why?

Which?

What?

How?

## Can you complete the sentence?

**Aim:** to complete sentences using comprehension strategies

**Materials:** set of sentences cut up

**Organisation:** small group

**Procedure:** mix up 'beginnings' and place face down in a column. Mix up 'endings' and place face up in another column opposite. Read through endings as a group. First person turns over a beginning and finds an appropriate ending. Children should be encouraged to use their comprehension strategies to find the correct ending

Beginnings:

The boy put his boots on

A big brown dog chased

The aeroplane landed at 4 o'clock

The teacher read a story

Mary went to the shop

Endings:

to play football in the park.

the black and white cat up a tree.

at Glasgow airport.

about a hare and a tortoise.

to buy sweets, crisps and a comic.

**\*The above should be enlarged to a more appropriate size and font to suit the needs of the children.**

## Questions and Answers

**Aim:** to find the correct answer for each question using comprehension strategies

**Materials:** set of questions and answers cut up

**Organisation:** small group

**Procedure:** distribute answers to children in the group. Each child takes a turn to read out a question. The child with the appropriate answer should make themselves known. Children should re-read the question and answer to make sure it is correct. During the activity children should be encouraged to use comprehension strategies. This activity could also be played following the procedure for "Can you complete the sentence?"

Questions:

How many children are in class today?

When are you going on holiday?

What colour is your hair?

Where are you going on holiday?

Why was the boy running?

Who is going on the school trip?

Answers:

There are twenty five children in class today.

I am going next Tuesday.

My hair is red.

I am going on holiday to Blackpool.

He was running because he was late for school.

Everyone is going on the school trip.

**\*The above should be enlarged to a more appropriate size and font to suit the needs of the children.**

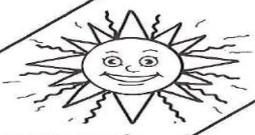
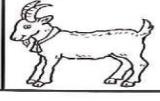
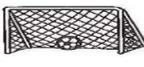
## **Phoneme Game**

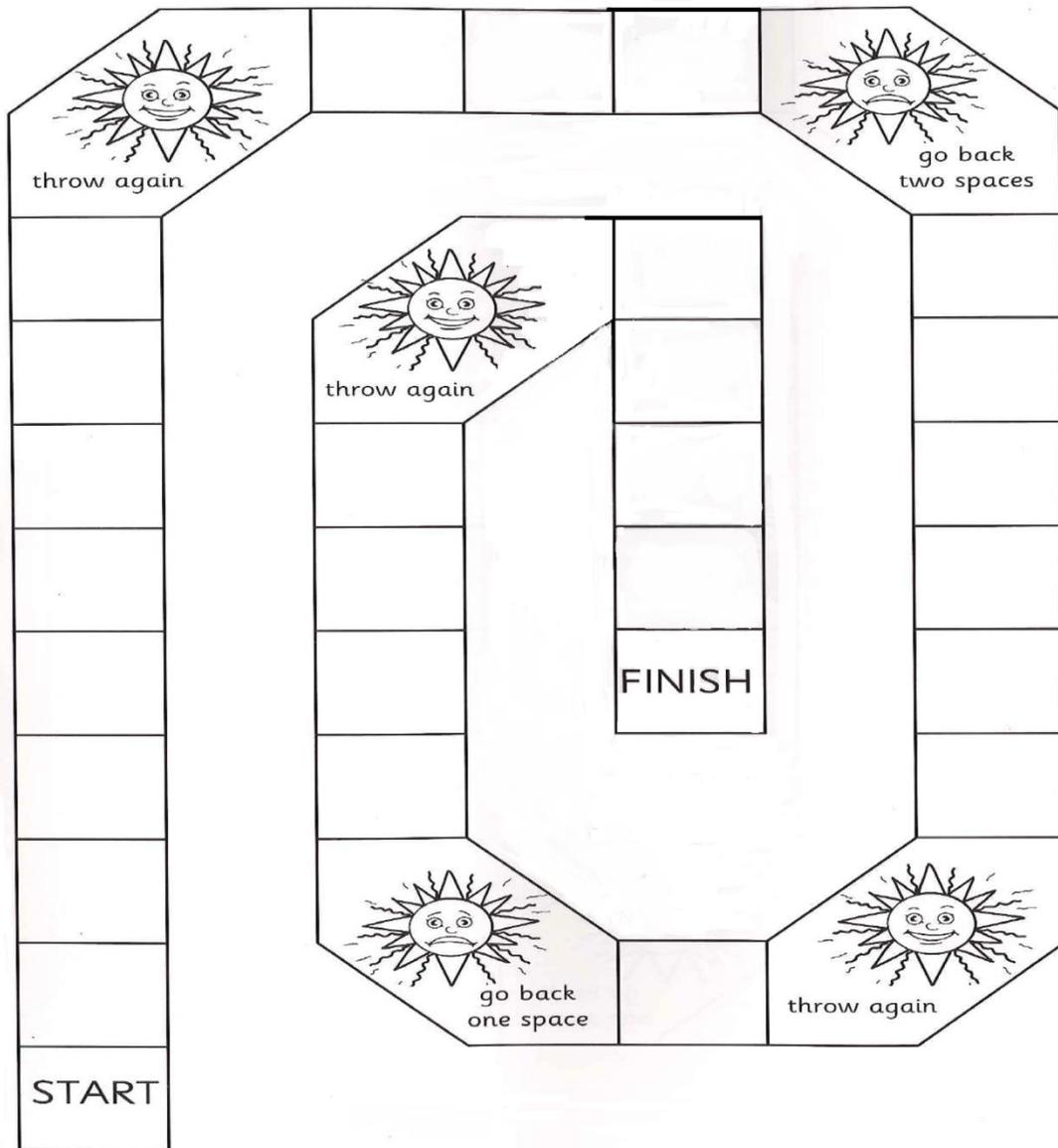
**Aim:** to read, spell and write words containing focus phonemes

**Materials:** flower power board (A3 size) (one example is included plus a blank version for your own use), counter for each player, dice, pencil and paper

**Organisation:** small group

**Procedure:** the child who throws the highest number goes first. Children throw the dice and progress round the board. If a player lands on a square with a word in it he/she must read the word. If there is a picture in the square the player must spell and write the word correctly. When there is an instruction in the square it should be carried out. If the player is unable to read/spell/write the word he/she should miss a turn. The player who arrives at FINISH first is the winner.

 throw again	float	load		 go back two spaces
 toad	 throw again	trainers	moan	waited
 waiter	 coast	 trail	 toast	
foal	 go back one space	groan	chain	
 hair	 go back one space	<b>FINISH</b>	 mail	
coal		 throw again		
<b>START</b>				



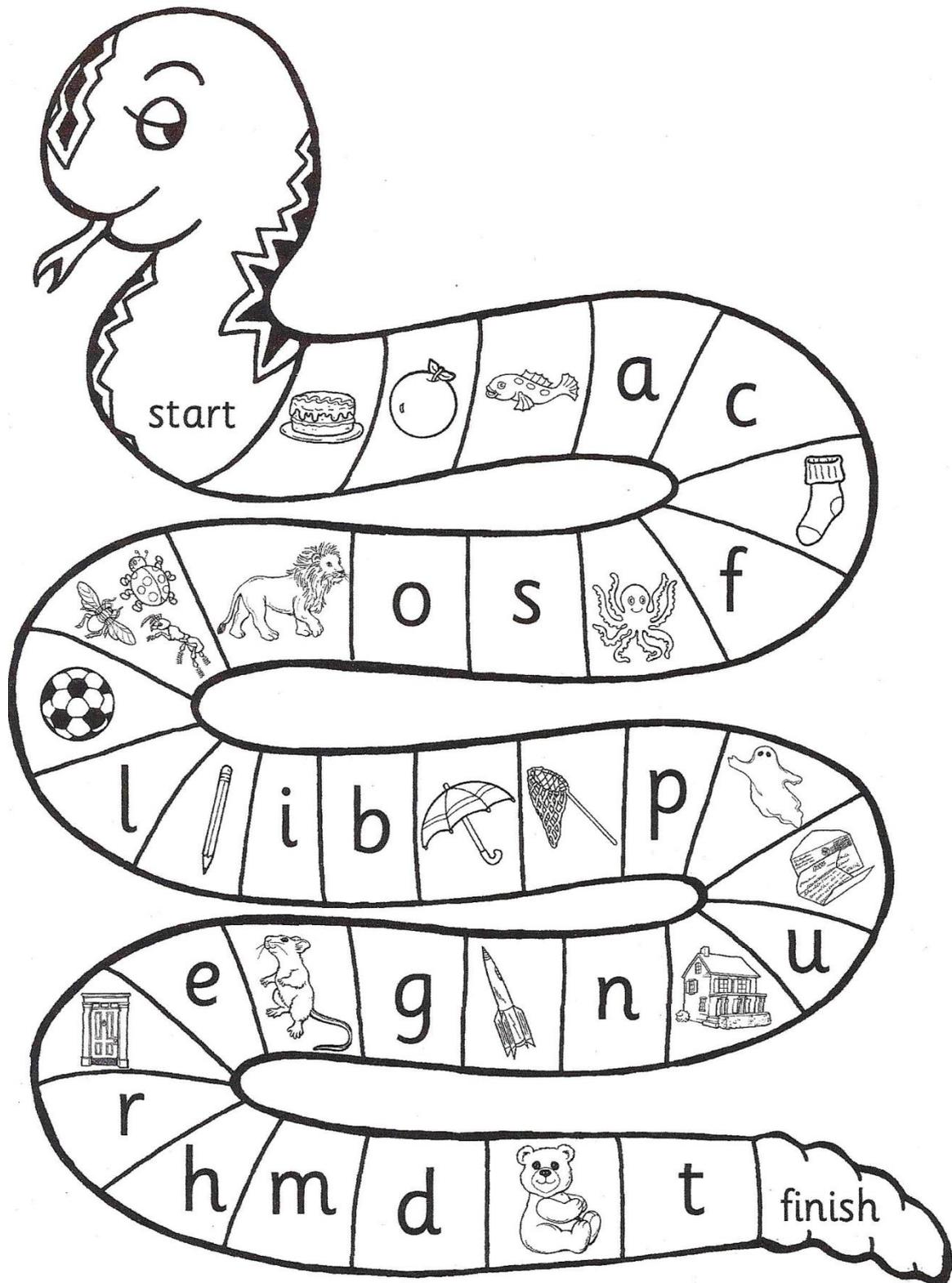
### Sammy Snake's Sounds

**Aim:** to reinforce initial alphabet sounds orally and link the phoneme with its corresponding grapheme

**Materials:** snake board for each child, dice with numbers 1-3, counters

**Organisation:** small group

**Procedure:** each child has a snake board. Children take turns at throwing the dice to move. If a child lands on a picture then he/she should identify the initial sound of the picture and then move to that letter. If a child lands on a letter he/she must say the sound the letter makes or miss a go. The winner is the first to reach Sammy's tail.





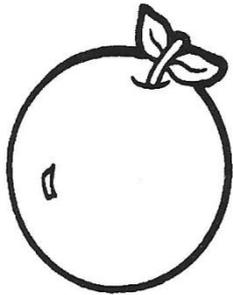
## **Alphabet Cards**

**Aim:** to reinforce alphabet sounds orally and link the phoneme with its corresponding grapheme

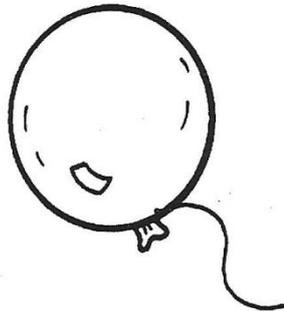
**Materials:** two sets of alphabet cards cut out and laminated. Each set should be copied on a different background

**Organisation:** small groups or pairs

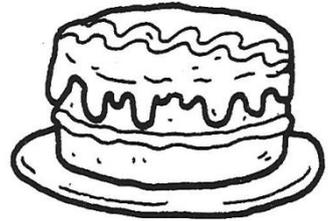
**Procedure:** a variety of activities are possible using the cards, e.g. Pelmanism, Snap, Odd Man Out, Find That Letter etc.



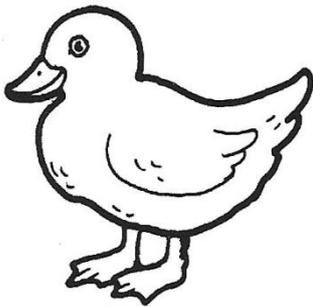
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**b**



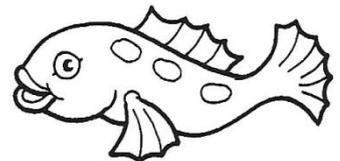
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**d**



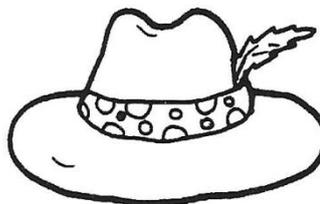
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**g**



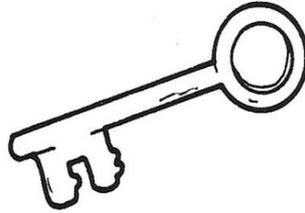
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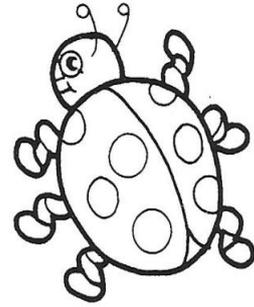
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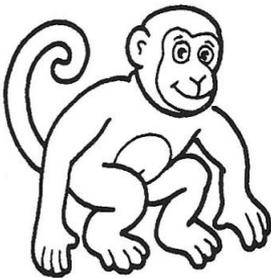
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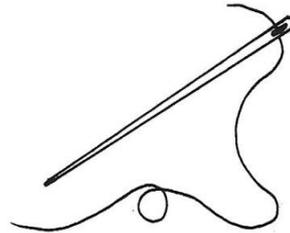
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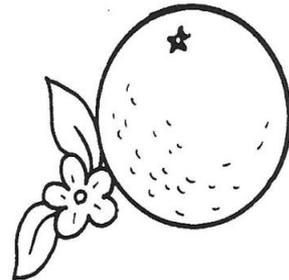
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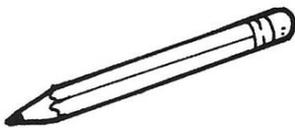
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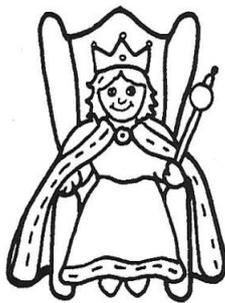
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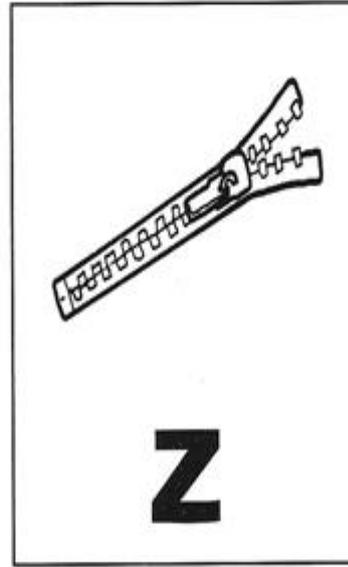
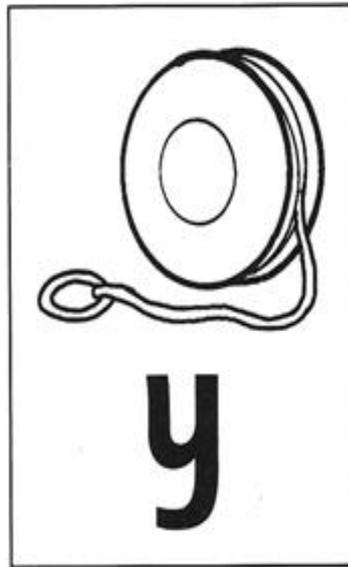
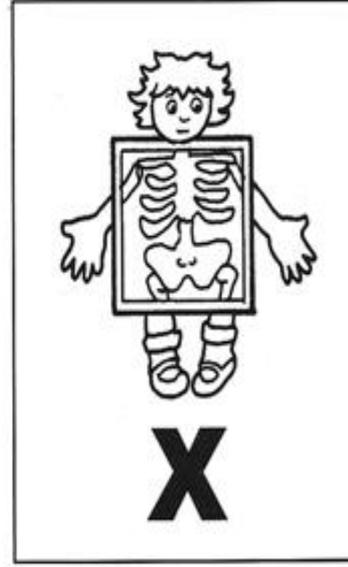
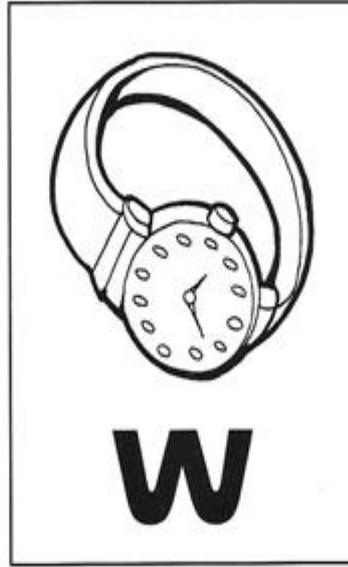
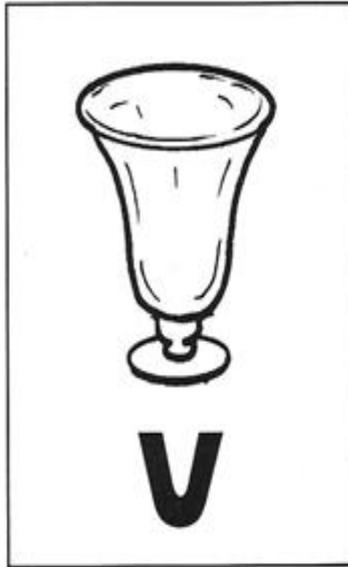
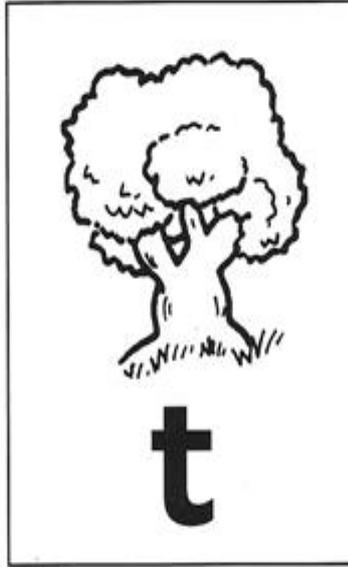
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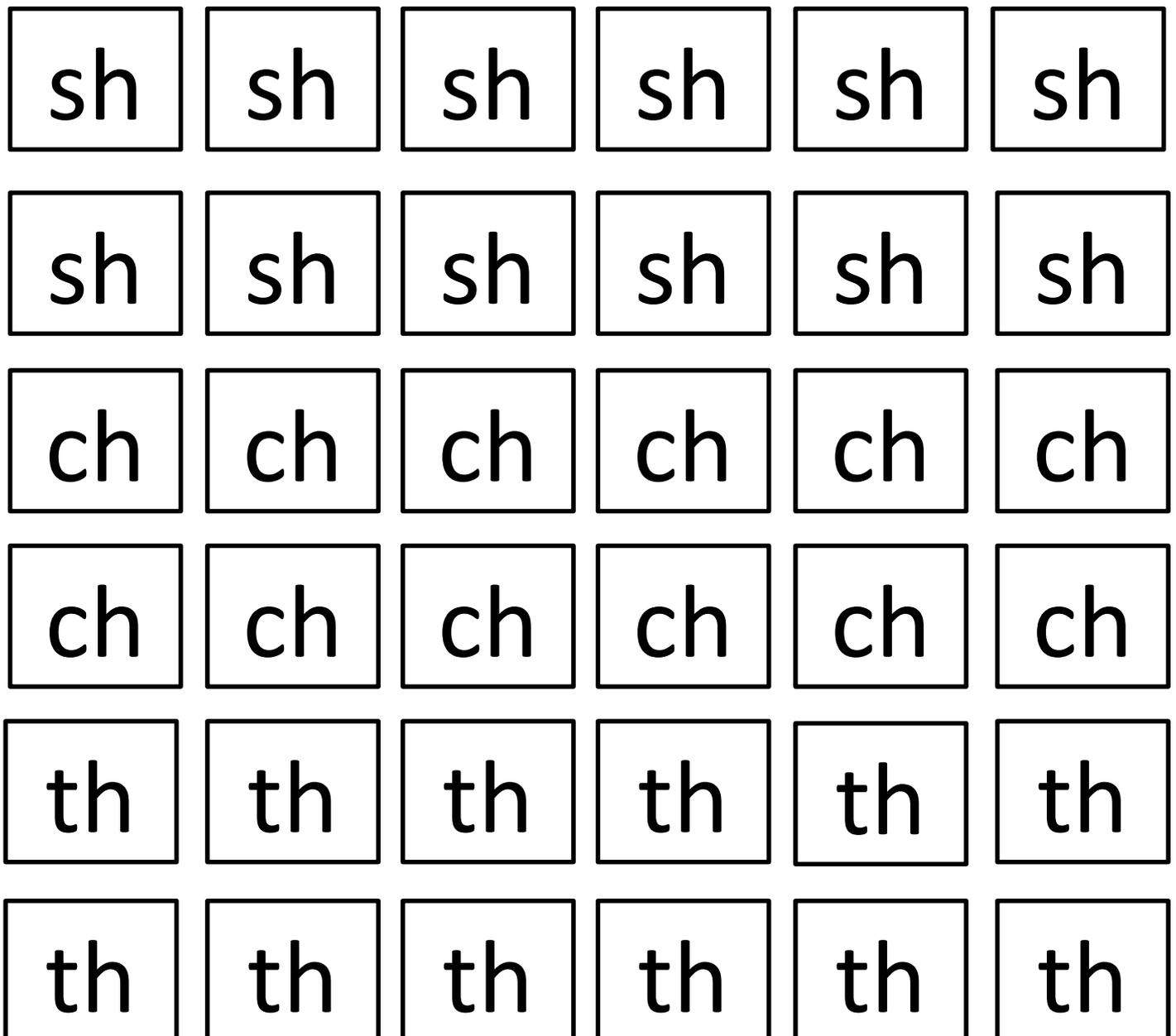
## Beginnings & Endings

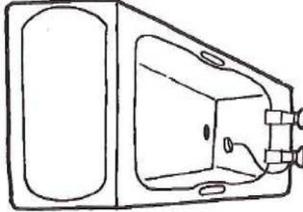
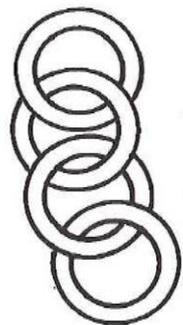
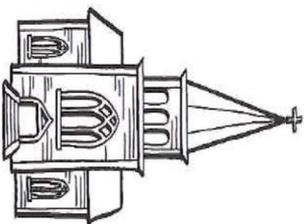
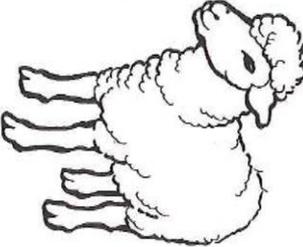
**Aim:** to reinforce the phonemes sh, ch and th at the beginning and end of words

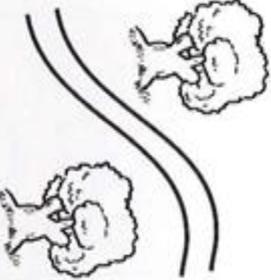
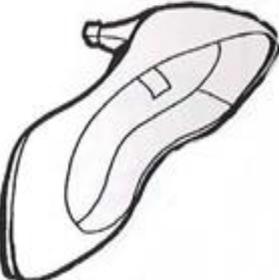
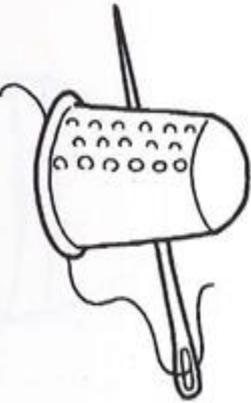
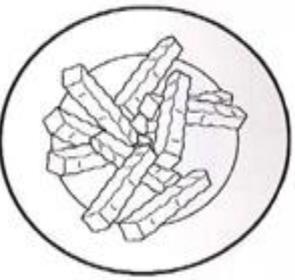
**Materials:** game board for each player, box with beginning and ending cards

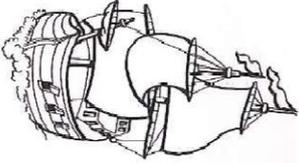
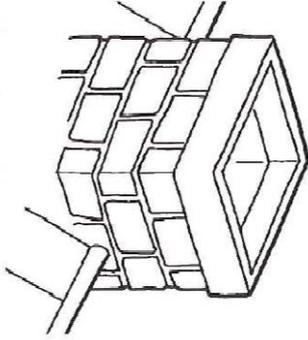
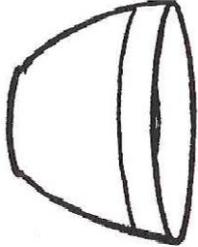
**Organisation:** small group

**Procedure:** each player has a board with a variety of pictures. A box with beginnings and endings should be placed in the middle of the table. Players should take a card from the centre box in turn and make and read a word on their board. If they cannot make and read a word they should return the card to the box and the next player should take his/her turn. The winner is the first player to complete all words on his/her board.



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