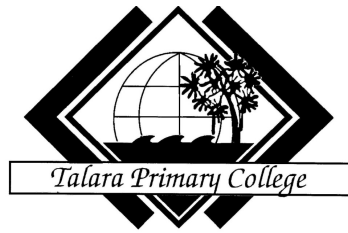


Holiday Pack

**An ideas pack to help
families support
beginning literacy skills**



Role Play Readers	1
How to Support Role Play Readers	1
Reading to Your Child	2
Developing Awareness of Letters and Words	3
Supporting Phonemic Awareness and Graphophonic Knowledge Through Games	4
Supporting the building of an automatic Word Bank	6
Formation of Letters and Numbers	7
Fine Motor and Hand Activities	8
Good Posture	9
Correct Pencil Grip	9
Correct Paper Placement	9

Role Play Readers

Role Play readers show an interest in books and the print they see around them. They imitate the things they see adult readers doing such as holding the book carefully, turning the pages and using computer icons. They often pretend to read by using the pictures and their memory to retell stories.

How to Support Role Play Readers

Role Play readers will benefit from a range of experiences. Consider any of the following suggestions.

- Read to your child every day. Reading aloud helps children expand their vocabulary, appreciate the value of books and other texts, understand new ideas and concepts, and learn about the world around them.
- Expose your child to a wide variety of texts, e.g. *books, magazines, CD-ROMs, brochures, newspapers, comics*. These can be read many times so children become familiar with them. Familiarity helps build self-confidence.
- Encourage and praise your child's attempts to 'read'.
- Ensure your child sees other members of the family reading and talking about their reading. This helps Role Play readers understand that there are different reasons for reading.
- Encourage your child to talk about books and their 'reading' with other family members.



Adapted from  *First Steps*: Second Edition

Reading to Your Child

It is important to make reading aloud to your child part of your daily routine. Set aside a regular time every day, find a comfortable place without any distractions, and choose something interesting to read together.

Things to do before reading

- Encourage your child to select the book. Give them a pile of well-known books so they can choose which one will be read aloud.
- Familiarise yourself with the book as this will make you a better storyteller. Take a minute to look over the book before you share it with your child.
- Settle your child down and talk a little about the book, e.g. *“This story looks as if it is going to be funny.”*
- Browse through the book so your child becomes familiar with books and how they are handled, e.g. *holding the book the right way, turning the pages.*

Things to do when reading

- Read clearly. Make the story interesting by exaggerating expressions for different character voices and sounds. The more dramatic the better. You may like to add simple props so your child can identify with different characters or act out parts of the story.
- Hold the book so your child can see the pictures and writing.
- Sometimes let your child hold the book and turn the pages.
- Draw attention to the pictures.
- Sometimes point to the words as you read.
- Ask and answer questions as needed.
- Encourage your child to join in and ‘read’ too. Invite him or her to describe pictures, ‘read’ pages or join in with words that are repeated.
- Accept and praise your child’s attempts to ‘read’.

Things to do after reading

- Talk about the characters and what happened in the book.
- Help your child tell the story from the pictures.

Keep in mind that your child’s reading level and listening level are different. When you read easy books, your child will soon be joining in with you. When you read more advanced books, you instil a love of stories and you build the motivation that encourages children to become lifelong readers.

Adapted from



First Steps: Second Edition

Developing Awareness of Letters and Words

Draw your child's attention to letters and words that are part of daily life. Point out and read aloud any printed material, e.g. *cereal packets, traffic signs, billboards, advertising signs*.

Make everyday outings an opportunity to show your child how print relates to his or her life.

Teach your child to recognise words or letters that are significant to them, e.g. *their name or letters in their name, names of siblings, road signs*. Challenge your child to recognise these words or letters in other places.

Magnetic letters are one way your child can play with and build words. While you work in the kitchen, your child can pick out and play with letters, placing them on the refrigerator.

Make letters out of play dough. Encourage your child to copy your letters and trace over them.

Place labels around the home. These could include labels on:

- doors, e.g. *Please keep quiet, Ross is asleep.*
- food packages, e.g. *Only one biscuit at a time.*
- drawers and wardrobes, e.g. *Ali's socks are in here.*
- toys, e.g. *Jigsaw puzzles are in here.*

These labels should be written in sentences as this helps your child to:

- make a connection between what we say and what we read or write
- understand that once something has been written it stays the same.

Talk about what the labels say and read them together.

Adapted from



First Steps: Second Edition

Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

'I Spy ...'

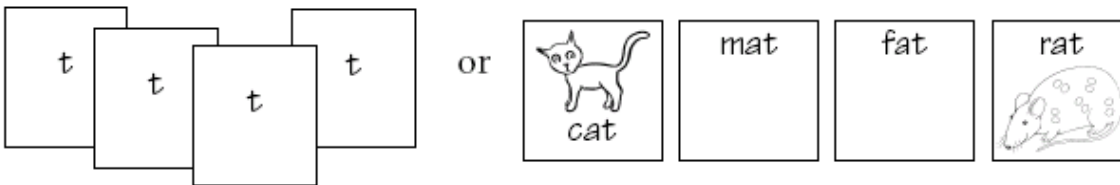
- Begin by saying "I spy with my little eye something that ...", and continue by adding 'begins with t', or 'rhymes with bear', or 'ends with at'.
- Invite your child to guess the word.

A variation is Where's Spot? in which a toy dog is hidden. If your child finds I Spy too difficult, modify it to Where's Spot? Choose a hiding place, such as a box and say, for instance, "Spot's hiding somewhere that starts with /b/. "Where could that be?" Have your child look to see if Spot is in the place guessed

Snap

Use the format of a traditional Snap game.

- Make up a set of cards that match in some way, e.g.



- Deal out all the cards to the players.
- In turns, each player overturns one card from his or her hand and places it face up on the table, forming a central pile.
- When an upturned card matches the one on top of the central pile, that player places his or her hand on the central pile, says SNAP, and gives the category for the Snap. The player then takes all of the cards to add to his/her hand.
- Play continues in this way until one player has all the cards.

Concentration

Concentration is a game that invites players to exercise concentration and memory to locate matches from a given selection of cards placed face down. The cards used for Snap can also be used for Concentration.

- Make a set of cards with letters/words or pictures. The cards could include:
 - Pictures of objects that begin with the same letter, e.g. *box and balloon, cat and computer, man and moon*
 - Pictures of objects that rhyme, e.g. *cat and bat, moon and spoon, goat and boat*
 - Words of different lengths. (Note: your child shouldn't be expected to read the words — just notice whether they are long or short.)
- Place all cards in the pack face down on the table.

- In turns, each player overturns two cards (one at a time), attempting to match them in some way, e.g. *they rhyme, start with the same letter.*
- If there is a match, the player states what that is, keeps the cards and has another turn. If there is no match, the cards are replaced exactly where they were, face down.
- The game continues in this way until all the cards are matched. The winner is the player with the most matched pairs.

A Trip to the Moon

- Begin the game by saying “We’re going on a trip to the moon. You can come if you bring *something.*” The ‘something’ will depend on the category you choose, e.g.

matching – “You need to bring something that starts with ‘s’.”

rhymes – “You need to bring something that rhymes with “van’.”

- Have players take turns to say “I will bring a ...”
- Continue the game for a specified length of time or until the choices have run out.

Shopping

Children learn to identify products at a very early age. Let them assist you when doing the shopping, e.g. “*We need cereal; can you find the Cornflakes?*”

Read recipes and write down the ingredients. Help your child find the required ingredients at the shop.

Get your child to cut out pictures from advertising catalogues and then find the matching items when you go shopping.

Adapted from



First Steps: Second Edition

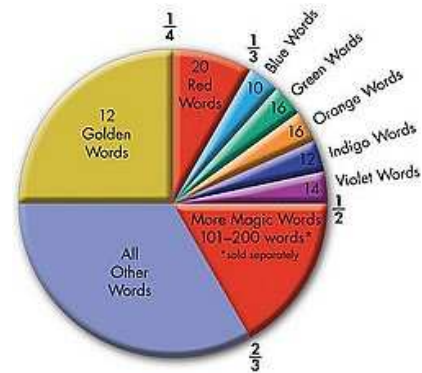
Supporting the building of an automatic Word Bank

There are a number of high-frequency word lists which aim to improve students' recognition and processing of common words in reading and writing.

The Magic Words are designed to teach the 200 most frequently used words in English which make up, on average, two-thirds of all the words used in reading and writing.

Having a substantial sight word bank

- rapidly improves reading
- increases fluency and
- develops comprehension.



The first two levels are set out below. Your child would have possibly mastered some of these words. Revisiting words already learned will consolidate the automatic recall when reading. Encourage your child to read the words to you, concentrating on unknown words within levels. The capacity to cope with new words and the mastery of levels will vary between children. Always encourage your child and praise them for their efforts.

Golden Words

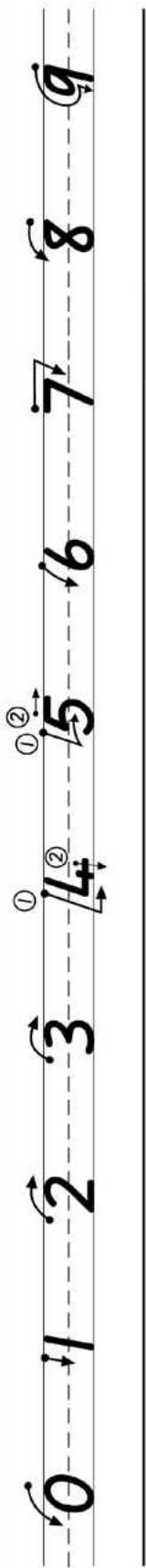
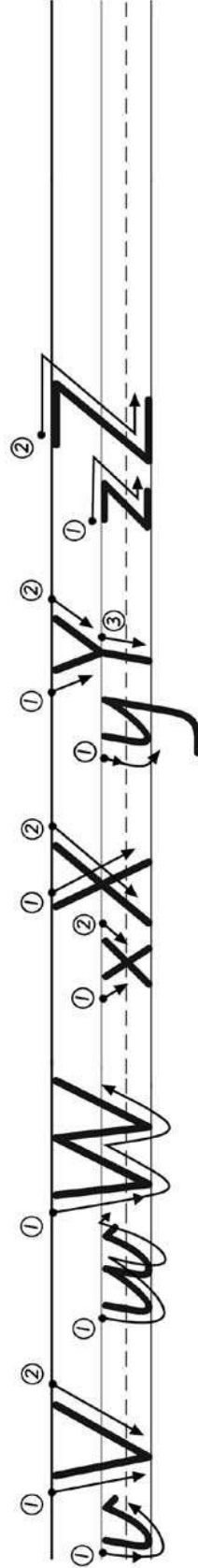
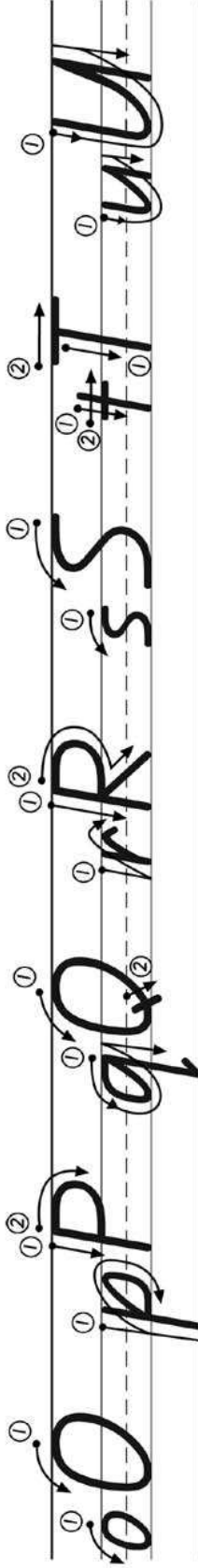
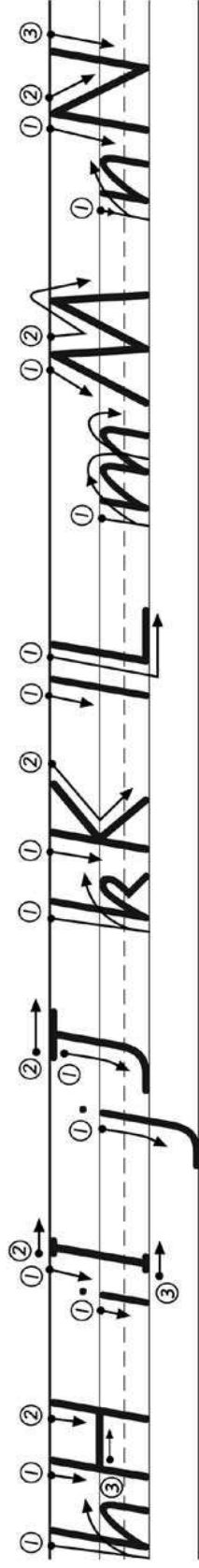
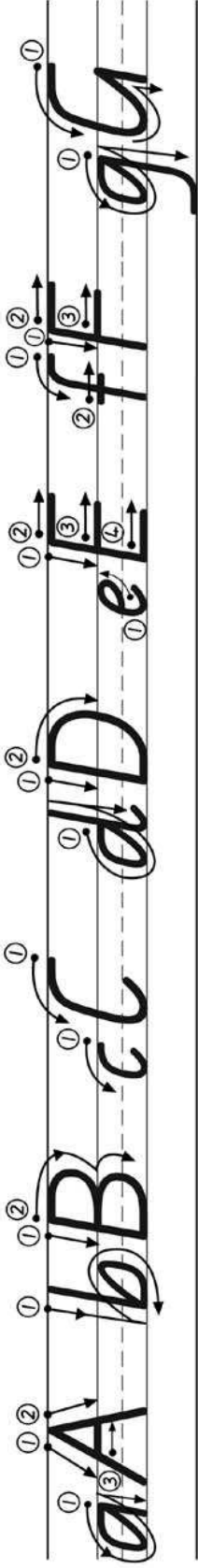
<i>a</i>	<i>and</i>	<i>be</i>	<i>I</i>
<i>in</i>	<i>is</i>	<i>it</i>	<i>of</i>
<i>that</i>	<i>the</i>	<i>to</i>	<i>was</i>

Red Level Words

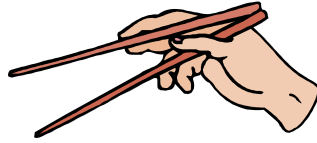
<i>all</i>	<i>are</i>	<i>as</i>	<i>at</i>	<i>but</i>
<i>for</i>	<i>had</i>	<i>have</i>	<i>he</i>	<i>her</i>
<i>his</i>	<i>not</i>	<i>on</i>	<i>one</i>	<i>said</i>
<i>so</i>	<i>they</i>	<i>we</i>	<i>with</i>	<i>you</i>

Formation of Letters and Numbers

Beginner's Alphabet handwriting chart



Fine Motor and Hand Activities



Fine motor control is the ability to precisely utilize one's hands and fingers in a skilled activity. Good fine motor skills stem from having developed solid sensory, motor and perceptual foundations.

HAND EXERCISES

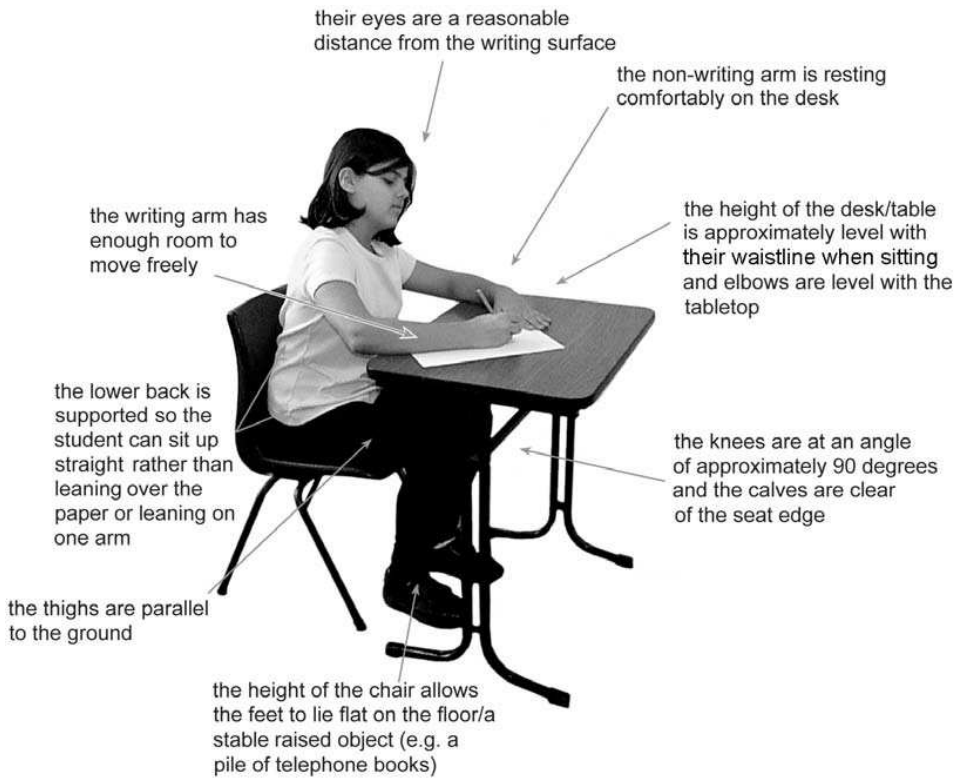
- Squeeze a large lump of plasticine or playdough into a ball.
- Rotate a small ball of plasticine with finger tips.
- Roll plasticine into a sausage shape using fingers, not palm.
- Hold up plasticine sausage and pinch between index finger and thumb without breaking sausage.
- Pinch plasticine into a peak using three fingers.
- Interweave a large rubber band between fingers and stretch fingers.
- Pick up beads between fingers and drop one by one.

GAMES

Try using a stopwatch and recording the times, having 'races' or comparing speeds to motivate performance.

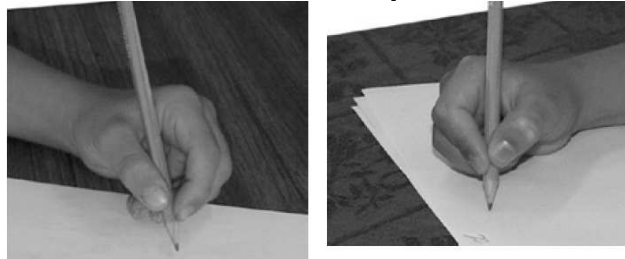
- linking/unlinking a chain of 20 paper clips
- sorting a pack of cards into 4 piles according to suit, 2 according to colour etc.
- threading a chain of 20 fiddly beads or buttons
- packing races e.g. matchsticks into box, coins into moneybox, split peas into bottle etc.
- pinching/placing 20 clothes pegs around the edge of a box
- sliding paper clips or pegs onto the edge of a piece of paper, cardboard, cloth or the hem of a school shirt
- picking up 20 pins & placing them in pin cushion
- dot-to-dot or maze races with pencil
- dot-to-dot or maze races with scissors
- pick-up races with tweezers, teabag-tongs or chopsticks (e.g. cotton balls)
- pencil windmill – turn a pencil using fingertips and see how many rotations you can achieve in 30secs. Try clockwise and anticlockwise.
- pencil climb – start at the base of the pencil and climb fingertips up the shaft, rotate and return to starting point
- origami – choose a simple pattern to learn and reuse it to see how fast you fold the design
- finger splits – pick up a marble, paper clip or bead in between your thumb and index finger and hold on... place another one between your index finger and middle finger and hold on... etc... Can you move just your fingers to do the splits so that only one drops out at a time?

Good Posture



Correct Pencil Grip

- the pencil is held between the thumb tip and the index finger
- the pencil rests near the first joint of the middle finger
- the fingers and hand move freely.



Correct Paper Placement

