

OXFORD
PRIMARY
SKILLS



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Reading and writing

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Unit	Structures	Vocabulary	Skills
Teaching notes page 2			
1 School things page 4	What's this? It's a (pencil case).	pencil case folder notebook paintbox glue stick	: Cartoon story : Shopping list
2 Toys page 8	The (train) is (red).	puppet boat plane board game doll's house	: Museum information leaflet : Word order Email
3 Famous people page 12	He's a (dancer). Is she a (singer)?	singer actor footballer writer dancer	: Website factfiles : Capital letters and full stops Website
4 In the garden page 16	Where's (Dad)? He's (under) the (tree).	garden flower grass bee pond	: Cartoon story : Word order Description of a picture
5 Ready for work page 20	This is his (suit). His (shirt) is (white).	jumper suit gloves boots shirt	: Factfiles : Short forms Description of a parent
6 Holiday homes page 24	Where are the (bedrooms)? They're (upstairs).	windmill caravan houseboat bed sofa	: Interview : Question forms Interview
7 Funny birds page 28	It's got (long) (legs) and a (long) (neck).	wings feathers tail neck beak	: Factfiles : Nouns and adjectives Describing a picture
8 At the café page 32	I like (salad). I don't like (chips).	pizza burger chips ice cream salad	: Cartoon story : Short forms Email
9 A cool room page 36	There's a (DVD player).	painting wardrobe bunk beds table DVD player	: Website : There's or There are Website
10 Amazing animals page 40	It can (run) very (fast).	see hear jump sleep play	: Factfiles : Adjectives and verbs Description of an animal
More words page 44		Four extra words for each unit	

Teaching notes

The *Oxford Primary Skills* series is designed to be used alongside a coursebook to develop reading and writing skills, and uses a balance of familiar and new language in different contexts.

Each level of *Reading and writing* is made up of ten units that are designed to be used in order. The texts progress in length and the skills practised progress in difficulty through the book. The units follow a grammar and vocabulary syllabus designed to be consistent with what the children are learning in their language lessons.

Children starting *Reading and writing 1* should already be familiar with the alphabet and with letter formation and should have covered some reading and writing in their preschool English lessons.

Reading

There are a variety of reading text types through the course to expose children to different types of English in use. Children will be motivated by their ability to read and understand 'real' text types such as websites and magazine articles that have been graded to their level. Children develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

Some of the text types they will encounter are, amongst others: stories, magazine articles, posters, leaflets, websites, factfiles, reports.

Writing

In the Writing section of each unit, the children practise punctuation, syntax and text structuring, and are given the opportunity to write different types of text about themselves closely following a model text that will support them in structuring their writing. Their writing confidence will develop as they find they have written, amongst others: emails, descriptions, interviews, lists, diary entries, website profiles.

More words

At the back of the book is an optional section of vocabulary extension exercises that can be used to augment the number of words the children learn in each unit from five to nine. The extra words are consistent with the topic of the unit and can be used by those children who complete the activities in the Writing task at the end of each unit.

It is to be stressed that these words are optional and it is perfectly possible to complete the course without using this additional section.

Tour of a unit

Each unit is topic-based and the topics are consistent with areas the children will be covering in their English language coursebooks and in other subject areas. The units are structured to offer the children support in developing their reading and writing skills. Every unit follows the same structure:

Reading and Comprehension

pages 1 and 2 of each unit

The five new words are introduced in picture form at the top of the first page. Use the pictures to teach the words which will form the basis for the Vocabulary work in the unit and will also appear in the Reading text.

The Reading text follows the new words. There is also a recorded version of this text on the Teacher's CD.

When you start to teach a new text, approach it in three



2 Toys

Reading

Let's look at the toys!

Comprehension

- Read and tick.
 - Check the plane.
 - Check the paper.
 - Check the paper.
 - Check the paper.
 - Check the paper.
- Read and mark ✓ or X.
 - The ball is green.
 - The plane is blue.
 - The car is red.
 - The ball is green.
- Write the answers.
 - What colour is the car? (3=1)
 - What colour is the ball? (3=1)
 - What colour is the paper? (3=1)
 - What colour is the paper? (3=1)

stages: *pre-reading*, *reading for gist*, and *reading for detail*. Explain that children do not have to understand every word to do this. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.

Pre-reading. This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.

Reading for gist. Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.

Reading for detail. This stage will take place as you go onto the Comprehension page. Go through the first comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session. Then let the children answer the questions on their own or do the following two exercises together as a class if you prefer.

Vocabulary

page 3 of each unit

The vocabulary exercises give the children the opportunity to practise the new words learnt earlier in the unit. The vocabulary items are practised in the context of simple, graded language structures and alongside other vocabulary items that they are likely to recognize from their coursebook.

Where appropriate, the third exercise on this page gives the children the chance to personalize the language they have been using in a statement about themselves.

At the bottom of the third page of the unit, you will see directions to the *More words* section for that unit. For those wishing to further extend the children's vocabulary, this is the stage in the unit where these new words should be taught and practised. This allows the children the option to use them in their writing task on the final page of the unit.



Vocabulary

1 Write the letters.

- This is a mouse.
- This is a game.
- This is a dollhouse.
- These are shoes.

2 Complete the sentences.

Item	name	price	quantity
toy	game	1000	one

- Look at it. It's a small game.
- This is a toy.
- This is a game.
- This is a game.

3 Write about you.

- What are your favourite toys?
- How much?

Writing

page 4 of each unit

The Writing page begins with a model text that the children should read. Apply the same approach as for the Reading text.

Look for clues in the picture and the style of the text for what type of text it might be and what they think they might be asked to write.

Read the text together as a class to see if they were right with their predictions.

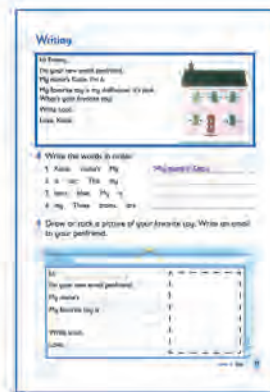
Then move on to the exercise following the text. This focuses on a writing skill that will help them to complete the final writing task of the unit. Some examples of these are, amongst others:

punctuation, use of capital letters, word order in questions, use of contracted forms, recognizing nouns, adjectives and verbs.

Do feedback as a class before they move on to the writing task.

The Writing tasks are very well-supported with prompts and gaps so the children are not pushed beyond their level of competence. They are based very closely on the model text above, and the children should be encouraged to refer back to the text you have read together to complete the final exercise of the unit.

For more extensive teaching notes and answer key, refer to www.oup.com/elt/teachersclub/young_learners



Writing

All items.
Do you see any small animals?
My friend Sam is in it.
My brother says in my dollhouse it's just.
Where you find it?
Write about.
Look at it.

4 Write the words in order.

- Look at the picture. My friend Sam is in it.
- Look at the picture. My friend Sam is in it.
- Look at the picture. My friend Sam is in it.
- Look at the picture. My friend Sam is in it.

5 Draw or stick a picture of your favourite toy. Write an email to your penfriend.

Hi,
Do you see any small animals?
My friend Sam is in it.
My brother says in my dollhouse it's just.
Where you find it?
Write about.
Look at it.

1 School things



pencil case



notebook



glue stick



folder



paintbox

Reading

1 Read and listen.



Dad: What's this? Is it a bag?

Emily: Yes, it is. Open the bag, Dad.
Look! It's a pencil case.



Dad: Is it a book?

Emily: No, it isn't. This is a folder.
And this is a notebook.



Dad: Is this a rubber?

Emily: No, it isn't. This is a
glue stick. And this is a paintbox.



Dad: Open the door, Emily.

Emily: OK! Thanks, Dad!

Comprehension

2 Write the letters.

- This is a glue stick.
- Open the door, Emily.
- This is a folder.
- Open the bag, Dad.



3 Write *Emily* or *Dad*.

- Is it a bag? Dad
- What's this? _____
- This is a folder. _____
- This is a glue stick. _____

4 Read and write *Yes, it is.* or *No, it isn't.*



- Is this a bag? Yes, it is.



- Is it a book? _____





- Is this a rubber? _____


Vocabulary

5 Read and ✓ or ✗.

1  It's a pencil.

2  It's a paintbox.

3  It's a folder.

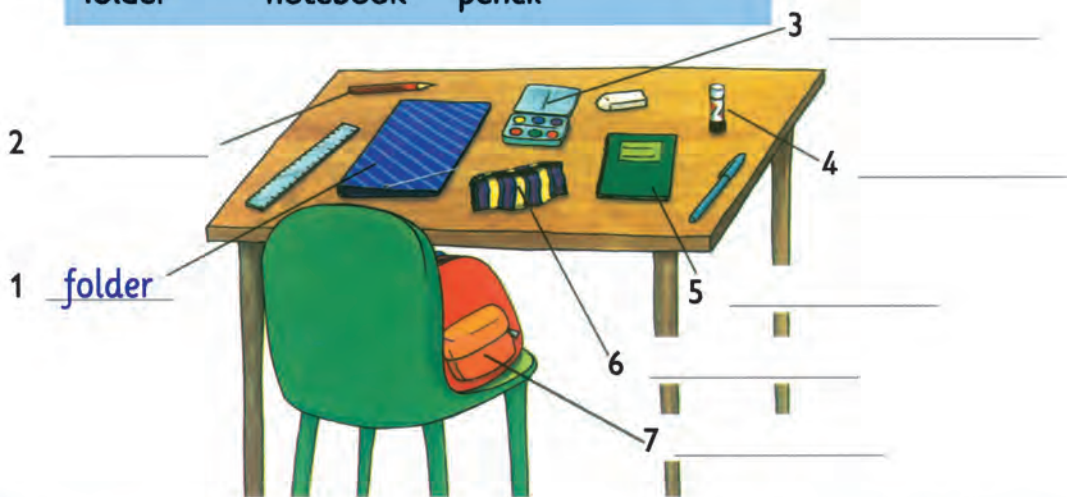
4  It's a pencil case.

5  It's a glue stick.

6  It's a notebook.

6 Choose and write.

paint box glue stick bag pencil case
folder notebook pencil



Writing



SCHOOL THINGS

bag	folder
pencil case	notebook
paintbox	rubber
pencil	ruler
pen	glue stick

7 Circle the school things. Write the list.

1 pen pencil notebook

pen pencil notebook

2 folderbageraser

3 rulerpencilcasepaintbox

4 gluestickpenfolder

5 bagnotebookpencil

8 Write a shopping list for your school things.

SCHOOL THINGS



Oxford Primary Skills is a six-level supplementary series to develop reading and writing skills in the primary classroom. Each unit is very clearly structured, and includes vocabulary work as well as step-by-step reading and writing tasks.

- A broad range of text types, with a particular focus on real-world topics
- Thorough, systematic development of reading sub-skills
- Graded writing tasks, with a clear outcome
- *More words* section extends the vocabulary areas in the units

The series is accompanied by Audio CDs with recordings of the reading passages, and a website with notes and guidance for teachers.

