

Teaching reading in English at primary school

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Our children start learning English at primary school. Primary school age covers the period from 6 to 10 years. In psychological studies (Leontiev A. N., Elkonin D. B., Vygotsky L. S.) it is noted that at this time there is a change of the leading type of activity: the game is replaced by learning, although the game activity still continues to play an important role.

Games are very important when we start working with reading in English. The reading in English presents great difficulties for students caused by the graphic and spelling features of the language. Of the 26 pairs of English letters (uppercase and lowercase), only four can be considered similar to the corresponding letters of the Russian alphabet in meaning and form. These are K, k, M, T. The Letters Aa, Bb, Cc, Ee, Oo, Pp, Yy, Xx occur in both languages but are read differently, hence are the most difficult. The other letters are completely new.

To learn the English alphabet we use the following games.

Alphabet envelopes.

You will need: 26 envelopes or boxes on which the letters of the alphabet are written, 26 cards with uppercase (large) letters of the alphabet, 26 cards with lowercase (small) letters of the alphabet, 26 cards with pictures of words starting with each letter. Children are encouraged to put cards on envelopes. At the beginning, when the students are just starting to learn the alphabet, you can use only images of letters in the task, and only those that are familiar to the children. A little later, enter the pictures gradually. Thanks to this game, children will definitely learn to correlate large and small letters, and even learn 26 new words.

Make up the alphabet.

You will need cards with the letters of the alphabet. Divide the cards between the children. You can deal with one child, then give all the cards to him. Turn on the alphabet song and stop it anywhere. Children are invited to lay out the alphabet to the place where you stopped the song.

Alphabet chairs.

Put chairs in a circle according to the number of children. Lay out the letters of the alphabet on the chairs. While the music is playing, the children run around the chairs. When the music ends, each child should name the letters lying on the chair near which he stopped.

What letter?

This game activity is very simple. You hide the card with the letter under the book and gradually slide it out so that it is visible to the students. The one who first guesses what the letter is, gets a point. The wrong answer is minus a point. Anyone who gets more points at the end of the game wins.

Up and down.

You will need 2 sets of cards - with uppercase and lowercase letters. Share the cards with lowercase letters between the children. Children sit at their desks.

Show the children a capital letter. One who has the same lowercase letter gets up and calls it.

What's missing?

Write 5 letters on the board. The children close their eyes and you erase / replace one of the letters. Children are to remember which letter was deleted / replaced with another.

When the students have learned the letters we start working with the words. And here they meet two great difficulties: the first, how to pronounce aloud the word (phrase), the second – what it means. To solve these problems we use the following card games.

“Give me please ...”

Cards with pictures of new words are displayed, and the teacher asks to give him the necessary card.

“What's this?”

The teacher closes the picture card and slowly starts to open it or shows it very quickly, students must guess what is depicted.

“A is for apple.”

Cards with pictures and the alphabet are laid out and the students match them, you can also give them the words and pictures to match.

“What's missing”

Cards with pictures or words are displayed, students remember, close their eyes, the teacher removes one card, students must guess which card was removed.

“Odd one out”

Cards with pictures or words are laid out and one is not connected with others on some basis, it is necessary to define and name it.

“Bingo”

The student receives a card on which the words are written. The teacher calls the word. Students should find it on their card and mark it with a pen. Usually bingo game consists of three stages. The first winner is the one who collected all five numbers in a row. The second - filled two lines. The main winner is the one who filled the whole card. One player can win two or three parts of the prize.

These games are aimed at automating lexical units which allow students to start reading small texts. At this stage reading aloud is very important. Reading aloud when teaching a foreign language is a means of developing reading techniques, and also allows you to control the formation of auditory and rhythmic-intonation skills. As a result of reading aloud, students learn the sound system of the language, learn to recode visual signals into sound, segment the speech stream into semantic groups.

When we start working with the texts at primary school we should remember that we have intensive and extensive reading.

Intensive reading is a type of educational reading, it implies the ability to fully and accurately understand the text. With intensive reading, the focus is not only on the content and meaning of the text, but also

its linguistic form. For intensive reading short texts are used and text-based activities are offered that develop reading skills and receptive lexical and grammatical skills.

Extensive reading is a type of educational reading, which involves the development of the ability to read large texts with greater speed, with a general coverage of the content and mainly independently. The reader's attention focuses mainly on the content. Extensive reading is directed and supervised by the

teacher through special tasks that cover large sections of the text and, as a rule, affect its content side. These tasks encourage the assessment, communication (oral communication, discussion, role-playing games). With extensive reading we can deal only when our students can read perfectly well.

Reading skills that students get at primary school are very important because these skills let them go to communicative reading at secondary school.