

## PRIMARY 2

# Fun ways to Read, Write and Count with your child

For parents/carers  
of P2 children





We count the fruit and veg into the bag when we are shopping in the supermarket. We use colours, 'Find me the green milk, find me the butter with the blue writing.' We always make it a game, which helps shopping seem fun too.

Jackie from Glasgow



We have always read with our three-year-old from day one, even before, to be honest, and encouraged her imagination.

Peter from Hamilton

**READ**  
**WRITE**  
**COUNT** Together  
it's fun



We count the Eddie Stobart lorries that pass us on our travels.

Norrie from Penicuik

## What is Read, Write, Count?

Read, Write, Count is a new campaign designed to support parents of children in primaries 1 to 3.

Read, Write, Count gives you lots of simple ideas for easily incorporating reading, writing and counting activities into your everyday life with your child.

It could be things to do together in the supermarket, on the way to school, at bedtime or when sitting down for a meal.

You can have fun together and help your child to get the best start in life.



## Why are parents important?

Parents are the first, and most important, teacher any child has. While schools in Scotland give children a fantastic education, learning doesn't start and stop at the school gates. Doing things with your children is one of the great things about being a parent. It makes you and your children happier and helps build stronger relationships.

And the difference that you can make is incredible. Research shows that children do better at school and throughout life when parents are involved in their learning. But we know it is not always easy to know how to help.



Read, Write, Count is here to help and support you. This bag gives you and your child everything you need to learn together at home.

There are books to read together and things to use for writing and counting games.

And it doesn't end there. We have also created an easy-to-use website where you can find more simple and fun ideas for activities to do together. By following us on Facebook and/or Twitter you'll get access to lots more ideas, competitions and fun stuff.



## Where can I find out more or get some help?

If you'd like more information about getting involved in your child's learning, try visiting these websites:

**readwritecount.scot** **Read, Write, Count** – the official website for this campaign, full of loads of videos, tips and ideas for activities to do with your children. If your child is in Gaelic Medium Education, there is information to help you. There are also links to other websites, such as The Big Plus, if you'd like some help with your own reading, writing and counting.

**scottishbooktrust.com/readwritecount** **Scottish Book Trust** – visit Scottish Book Trust's website for recommended book-lists for all ages and interests, fun competitions and information on free events.

**parentzone.scotland.com** **Parentzone** – a website for parents and carers from early years to beyond school, including learning. There is also information about additional support needs, how to get involved with your child's school and about the schools in your local area.

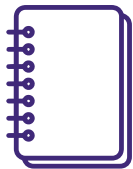
**playtalkread.scot** **PlayTalkRead** – if you have any younger children not yet at school, this website gives lots of ideas for activities you can do together.

## What's in the bag and what do I do with it?

In the bag, you will find:

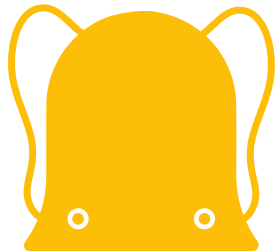
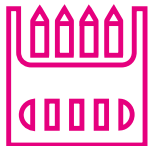


- Two books
- An envelope containing card finger puppets
- A booklet and writing pencil
- Coloured pencils
- Snakes and ladders game, with a bonus game on the back, two dice and four coloured counters
- This parents'/carers' guide to reading, writing and counting with your child



Unpack the bag with your child and see what's inside. Lay out all the things and talk about them, helping your child to get excited.

Everything you need is in the bag, including instructions – you don't need anything else!



# READ

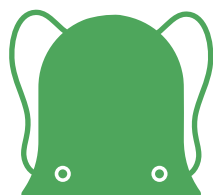




# READ

**Reading with your children is great for both of you and gives you time to relax together. It's never too early or late to start.**

In the bag, you will find two books, chosen for you and your child to read together. We hope you both like them.



If you want to find more books to enjoy together, visit your local library. The librarian can help you get a library card if you don't have one and find other books you'll love too.



## TIPS FOR READING TOGETHER

- Find a quiet place to read. Turn off mobile phones and TVs to limit distractions for both of you.
- Before you open the book, look at the front and back covers together. Ask your child about what they see and what they think the story might be about.
- Once you've opened the book, read the words but talk about the pictures too. There are often lots of details in the pictures which your child will find interesting.
- You can read to your child, they can read to you or you can take turns reading a page or paragraph each. Remember, even if your child can read themselves, it's still a great idea to read to them.
- Ask your child questions while you are reading, like why they think something is happening in the story or how they feel about the story.
- If your child is reading to you, help them with words they're not sure about. Encourage them to sound out the word or work it out based on the other words in the sentence and what is happening in the story.
- You can read together at any time of day, but bedtime is a perfect opportunity.
- If you've started a book but your child isn't enjoying it, just try a different book.
- It's OK to read the same book again and again too!



For more ideas on books you and your child might enjoy, visit [scottishbooktrust.com/book-lists](http://scottishbooktrust.com/book-lists)





# Shifty McGifty AND SLIPPERY SAM



by Tracey Corderoy  
and Steven Lenton

Shifty McGifty and Slippery Sam are robbers. But they're not very good at their job. After being caught red-handed, they decide to change their ways and discover they have a new talent! This book is written in rhyme, which makes it fun to read aloud. You could put on different voices for each of the characters. There are lots of detailed pictures which you and your child can talk about, as well as reading the words.

## Activities to do together

- Look at the rhyming words in the story. Can you and your child think of your own rhyme about Shifty and Sam? Help your child to write it in their booklet.
- Shifty and Sam go from being robbers to owning a café. What other jobs could they have done? Talk to your child about what they want to be when they grow up.
- There are lots of different characters in this book, including the dogs but also the other animals in the zoo. Ask your child how many different dogs they can spot and whether they can name the different animals in the zoo.
- Look at the dogs' and other animals' faces – ask your child if they can tell how the animals are feeling at different points in the story and why they might feel that way.
- Play I-Spy with the pictures – can your child find something in the book beginning with 'p'? Try other letters too.





# MARSHALL ARMSTRONG is NEW to OUR SCHOOL

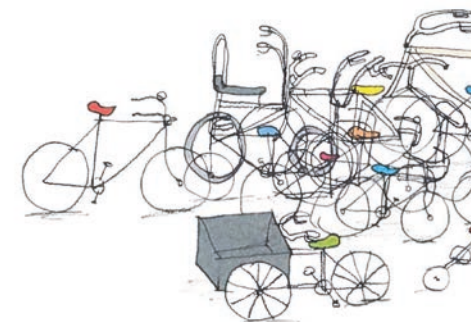
by David Mackintosh








Marshall Armstrong is the new boy at school and he's different from everyone else. The other children in his class aren't too sure about him at first. But, once they get to know him, they realise that Marshall is great after all.

This book is about what it means to be different from other people. It asks us not to judge people on first impressions and get to know them, learning to accept others and their differences.

## Activities to do together



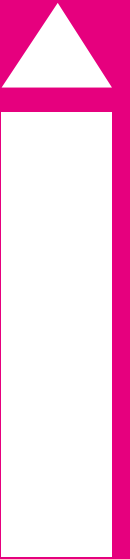
# READ

-  This book is all about being new at school. If your child has been the 'new boy' or 'new girl', ask them how they felt. If they haven't, ask them whether they've ever had a new classmate and how they felt about that.
-  The person telling the story says that Marshall's 'ear looks like a shell' and he has 'lips like my tropical fish, Ninja'. These are unusual ways to describe someone. Can you and your child think of unusual ways to describe yourselves?
-  Marshall has different things in his pencil case to the other children. Find the page where you can see Marshall's desk and look at some of the things he's laid out. Can you or your child name any of the items? Some of them are quite old-fashioned!
-  Look at all the exciting things the children do at Marshall's house. Ask your child, if they could choose, what would they do first and why?
-  On the very last page you'll see a new girl is starting at the school. The person telling the story seems to feel differently about this new person than they did about Marshall. Ask your child why they think they feel differently about new people at the end of the story than they did at the start.





WRITE





# WRITE



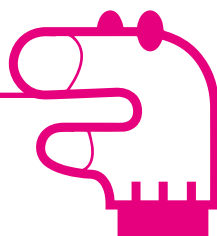
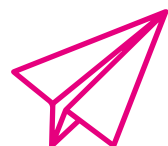
In the bag, we've included a booklet, a writing pencil, a pack of coloured pencils and a set of five finger puppets.

Talking and listening skills can help your child's writing. Many of the activities in this book start with talking and listening and make it easier for you and your child to begin to tell, write and draw stories together.

Children really enjoy having something of their own to write in. Encourage your child to write their name on the front of their booklet and to use it for the activities below (and anything else they want to do). Inside the booklet, there are blank and lined pages. It's up to you and your child how you use them.

## INTRODUCING THE PUPPETS

Ask your child to choose a puppet and take one yourself too. Make your puppet talk to your child's puppet and ask each other questions. You can make this as funny or as silly as you like. The important part is the talking and using your imaginations. For each character, there are two sides, each side with a different facial expression. This means there are lots of ways you can use the puppets.



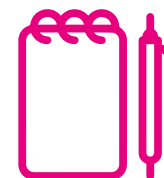
Here are some questions you could ask each other:

- What is your puppet's name?
- Where does your puppet live?
- What is the best thing about where your puppet lives?
- What is your puppet's favourite colour?
- What is your puppet's favourite game?
- How is your puppet feeling?
- Why do they feel like that?

Ask your child to draw their puppet using the coloured pencils and write a sentence in their booklet telling you something about it.

## Describing the puppets

Ask your child to write down three sentences to describe their puppet in their booklet. You can do this too. Tell each other what you have written.



I am a...

I have green eyes.

I feel...





## WRITING A LETTER

Talk to your child about what they think the puppet likes about your house. Ask your child to write a letter from their puppet to a puppet that lives in a different house. Ask them to write three sentences in their letter.

Dear Friend,

I now live with...

I live in...

I like my new home because...

From...

Ask your child what else they could write a letter about.

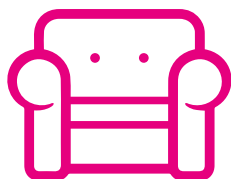


## Hide and seek

Hide your puppet behind the cushions on the sofa or under the bed. While they are looking for it, encourage your child to use words like 'under' or 'behind' to ask where your puppet is.

When they are close to finding the puppet, tell your child they are 'warm, getting warmer, roasting' or when they are far away, tell them they are 'cold, getting colder, freezing'.

Ask your child to hide the puppet in a different place and ask them to write down three or four sentences in their booklet to give clues about where the puppet is now hiding.



# WRITE

Clues might be:

- My puppet is in the room where we make dinner
- My puppet is somewhere cold
- My puppet is next to my favourite food

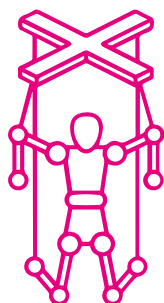
The puppet is in the fridge!

You can each take a turn of doing this a few times. Try asking your child to read the clues out one by one. Encourage them to tell you if you are warm or cold as you search for the puppet.

## Guess the puppet

Ask your child to write three clues about one of the puppets using describing words (like colours, size or features). When they have finished ask your child to read out the clues to you – you have to guess which puppet your child is describing.





### Telling stories

When you and your child have spent some time getting to know the puppets, you could make up a story together.

Using the puppets' different expressions is a good place to start. You could talk about a puppet's two different expressions, asking your child to make up a story about how the puppet went from feeling one way to feeling something different.

You could help your child with writing their story by encouraging them to think of what happens at the beginning, in the middle and at the end.

For example, ask them:

- How does the puppet feel at the start?
- What happened to the puppet?
- Why do they feel differently at the end?

Encourage them to make up stories about how the different characters interact with each other. You and your child could act out the story using the puppets before writing it down.

How you and your child write the story is up to you. If your child wants to write it all themselves, that's great. If they need a little help from you, that's OK too.



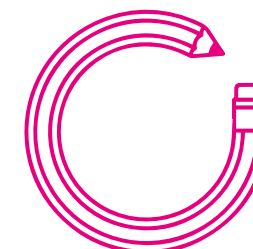
# WRITE

The story could be some short sentences or it could be a comic strip or cartoon. Your child could use the coloured pencils to draw pictures.

You can help by drawing some boxes for them to use for their comic strip. One idea could be something like this:

1	2	3
4		

Encourage your child to use the boxes to draw different parts of their story, using the final box (number four) for the ending. They can use speech bubbles to show what their characters are saying. At the end, ask your child to read their story to you.







COUNT





# COUNT



In the bag, you'll find a board game and a pack of counters with two dice. On one side of the board, there is Snakes and Ladders. On the other side, there is a brand new game called Blast Off!

All the activities below can be done with the games, the counters and the dice. They can be played by two people, but there are four counters in case anyone else in the house wants to play.

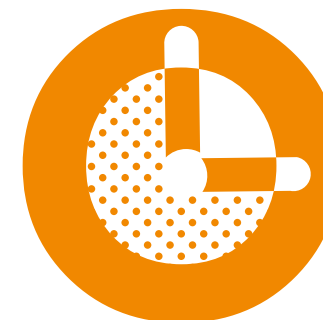
Here are some definitions of the words we use in the activities. These use the kind of language your child will be taught at school:

**ADDITION**  
+ This means working out the total of two or more numbers, such as  $5 + 3$  makes a total of 8.

**SUBTRACTION**  
- This means working out the difference between two numbers, such as  $9 - 6$  makes a difference of 3.

**MULTIPLICATION**  
x For example,  $2 \times 3$  means the same as  $2 + 2 + 2$ . Here we are grouping numbers and in this case there are 3 groups of 2.

**DIVISION**  
 $\div$  This means splitting into equal parts or groups. For example,  $6 \div 3$  means finding out how many lots of 3 fit into 6 or sharing 6 between 3.



**ODD NUMBERS**  
1, 3, 5... These are numbers that cannot be divided exactly by two, such as 1, 3, 5 and 7.

**EVEN NUMBERS**  
2, 4, 6... These are numbers that can be divided exactly by two, such as 2, 4, 6 and 8.



**DIE** means  
one



**DICE** means  
more than one





### Snakes and Ladders

Look at how the numbers are laid out on the board – it might look a bit different from what you expect! Take the time to look at it with your child so you both know how to move the counters when you're playing the game.



## LET'S GET STARTED

### Purpose

- To recognise the patterns of dots on the dice
- To practise counting forwards and saying numbers in order

### What you need

The Snakes and Ladders board, one die and counters

### Players

2–4

### Instructions

1. Each player throws a die. The one with the highest score starts.
2. Start the game. Can your child recognise the number of dots on the die by looking at the pattern, without actually counting them?
3. Encourage your child to count through the 'jumps' as they move. The numbers on the board can help them.

1



# COUNT



## MORE OR LESS?

### Purpose

- To practise counting forwards and backwards out loud
- To compare numbers by talking about 'how much more' and 'how much less'

### What you need

The Snakes and Ladders board, one die and counters

### Players

2–4

### Instructions

1. If your child lands at a ladder and moves up, ask them to count the number of spaces they have jumped ahead by counting out loud pointing to each space.  
For example, if they land on a 4 and the ladder takes them to 10 ask them to count how many spaces or jumps from 4 to 10.  
Ask 'how much more is 10 than 4?'. The answer is '10 is 6 more than 4'.
2. If your child lands on a snake and has to move back, ask them to count the number of spaces they have moved back by counting out loud, pointing to each space.  
For example, if they land on 20 and the snake takes them back to 12, ask them to count the spaces back from 20 to 12.  
Ask 'how much less is 12 than 20?'. The answer is '12 is 8 less than 20'.

2





## > IN REVERSE

### Purpose

- To practise counting backwards
- To practise subtraction

### What you need

The Snakes and Ladders board, two dice and counters

# 3

### Players

2-4

### Instructions

1. Try beginning the game at the last square (99).
2. Throw the two dice and find the difference between them – do a take away sum.  
For example, a 3 and a 6 is thrown so the difference is three ( $6 - 3 = 3$ ).
3. Move backwards this number of squares. In this example, the difference between the dice is three so move back three squares.
4. This time go up the snakes and down the ladders.
5. The winner is the person who reaches the zero (0) square first.



# COUNT



## TWO DICE CHALLENGE

### Purpose

To practise addition

### What you need

The Snakes and Ladders board, two dice and counters

### Players

2-4

### Instructions

1. Using two dice ask the youngest player to throw first.
2. Ask your child to say how many dots are on each die (encourage your child to look at the pattern and not count the dots).
3. Can your child add the two numbers to give a total? For example, throwing



and



gives a total of 8.

4. Ask your child to move forward the correct number of spaces on the board.
5. Continue the game in this way.

# 4







5

## SPOT THE PATTERNS

### Purpose

To spot and talk about number patterns

### What you need

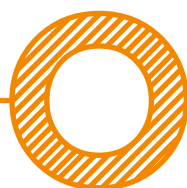
The Snakes and Ladders board

### Players

2-4

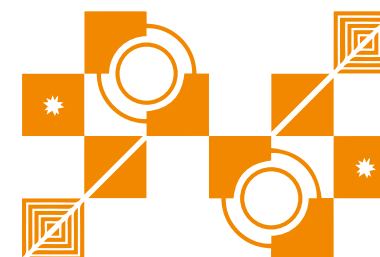
### Instructions

1. Look at the numbers on the board with your child.
2. Ask your child if they can see any patterns.
3. Talk together about:
  - Odd and even numbers (odd and even squares are shown as two different colours on the board) – can your child identify all the odd numbers between 0 and 9? All the even numbers between 1 and 70?
  - The patterns in the columns up and down the board, e.g. '0, 10, 20'; '11, 21, 31' and '86, 76, 66'. Ask your child to tell you what is happening in these patterns. Can they see that the pattern is counting forward and backwards in 10s? Use these squares to ask simple questions involving addition and subtraction of 10, 20 and 30. For example, ask them '21 + 10 = ?'; '54 - 10 = ?'; '86 - 20 = ?'. Encourage your child to use the patterns on the board to help them.



# COUNT

- Patterns across the diagonals, e.g. '11, 22, 33'. Can your child work out what the pattern is here? In this example, 11 is being added each time. Look at the squares in the other diagonal. Can your child spot the pattern here? In this case, the digits in all the numbers add up to 9 (e.g. 27, 2 + 7 = 9 or 54, 5 + 4 = 9).
- Counting in 5s. Start counting in 5s starting at 0 – what does your child notice about the last digit of each number? They either end in a 0 or 5. Talk about how these numbers (5, 10, 15, 20 etc) are all multiples of 5.
- 4. Try covering up a number on the board using one of the counters and ask your child to work out which number is under the counter.
  - Can they do it by looking at the numbers immediately before and after the hidden one?
  - Can they do it by looking at the numbers directly above and below the hidden one?
  - If they are finding this easy, ask them if they can work out the hidden number by looking at the numbers in the spaces diagonal to it.





5. Ask your child to try finding squares where the numbers on it add up to 9. Once they've found the right squares, can your child spot any patterns these numbers make on the board? Try this game with looking for totals of 10, 11 and 12.

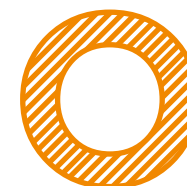
6. Try finding pairs of squares that add up to 100, e.g. 35 and 65. How many pairs can your child find in two minutes?

7. Ask your child to make their own number puzzle. Ask them to (in their head) choose a number to start on and a number to finish on. Ask them to put one of the counters on their chosen starting square and write or give instructions to help you find the finishing square.



For example, starting on 9, your child could give instructions like 'add 8'. The finishing square is 17. When you think you've solved it, move the counter to the finishing square to see and ask your child if you are right.

Try making a puzzle for your child too. You could even make it a competition and get a point for each puzzle you solve correctly, with the winner being the person with the most points after each player has had three turns. Remember, the puzzles can be as easy or as hard as you and your child like.





Look for opportunities  
to talk about different sizes  
(e.g. more than, less than,  
bigger, smaller).



# COUNT

## Blast Off!

In this game, players start at the bottom of the rocket on the 0 square. When a player reaches the very top of a rocket (square 12), they win and blast off!

> ODD, ODD, ODD

## Purpose

To recognise odd and even numbers

## What you need

1 die, counters, board

## Players

2-4 (one rocket per person)

## Instructions

1. Roll the die.
2. If the number is odd, roll again. If it's another odd number, roll again. If you roll three odd numbers in a row, you move up the number of spaces shown on your last throw.
3. If you roll an even number, pass the die on to the next player.
4. The winner is the first to reach the top of their rocket and blast off!

You can change this game around to be 'Even, Even, Even' where players try to roll three even numbers to move on. You could also roll two dice to get a two-digit number then work out if it is odd or even.

6





## DOUBLE TROUBLE

### Purpose

To practise using doubles for quick addition in your head

### What you need

1 die, counters, board

### Players

2-4 (one rocket per person)

### Instructions

1. Throw one die.
2. Double the number on the die.
3. Throw the die again and add the number shown on to the double.
4. If the answer is an odd number, you move up one space. If the answer is an even number, you remain on the same spot.
5. Pass the die on to the next player.
6. The winner is the first to reach the top of the rocket and blast off!

If this is too easy, you can make this game harder by either subtracting the second die thrown from the double or doubling the number twice e.g. throw a 3, double it to make 6, then double again to make 12, then add/subtract a number.

7



# COUNT



## ASTRONAUT ADDITION

### Purpose

To add three numbers together in your head

### What you need

2 dice, counters, board

### Players

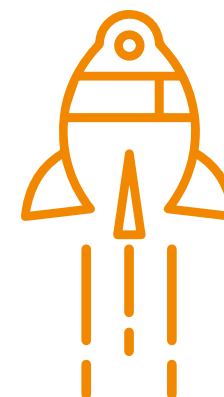
2-4 (one rocket per person)

### Instructions

1. Throw two dice and add the numbers together.
2. Throw one die and add that number on to the original total.
3. If the answer is an even number, you move up one space. If the answer is an odd number, you remain on the same spot.
4. Pass the dice on to the next player.
5. The winner is the first to reach the top of the rocket and blast off!

If this is too easy, you can make this game a bit harder by adding four numbers together, or even five.

8







## > ROCKET MULTIPLICATION

### Purpose

To practise multiplying by 2, 5 and 10 by counting in steps of 2s, 5s and 10s

### What you need

1 die, counters, board

### Players

2-4 (one rocket per person)

### Instructions

1. Roll one die.
2. Multiply the number on the die by 2 by counting in steps of 2. For example, if you roll a 3, you would count three lots of 2. If the answer is correct, move up a space on the rocket. Remember you can use the Snakes and Ladders board to check answers.
3. Pass the dice to the next player who repeats steps 1 and 2.
4. Once all players have had a turn at multiplying by 2, repeat steps 1 and 2 but multiply by 5.
5. Once all players have had a turn at multiplying by 5, repeat steps 1 and 2 but multiply by 10.
6. The winner is the first to reach the top of the rocket and blast off.

If your child finds this activity a bit tricky, practise counting in steps of 2s, 5s and 10s first. You could use the squares on the Snakes and Ladders board to help.

9



# COUNT



## SUBTRACTION IN SPACE

### Purpose

To subtract a single digit number from a two-digit number (e.g.  $14 - 5$ )

### What you need

1 die, counters, board

### Players

2-4 (one rocket per person)

### Instructions

1. Pick and say any number between 10 and 20, 14 for example. Tell the other players what your number is.
2. Roll one die and subtract the number on the die from the number you chose. If you rolled 5, for example, it would be  $14 - 5$ .
3. If the answer is correct, you move up one space. If the answer is incorrect, you remain on the same spot. You can use the Snakes and Ladders board on the other side to check answers, e.g. start on 14 and count back five steps, landing on 9.
4. Pass the die on to the next player.
5. The winner is the first to reach the top of the rocket and blast off.

If this is too easy, you can make this game a little bit harder by picking larger numbers to subtract from e.g. pick any number between 30 and 100.

10





## This bag is a gift for you and your child to enjoy together

It was put together by **Scottish Book Trust**, working together with **Education Scotland** and the **Scottish Government**.

**Parentzone Scotland** is a unique website which provides education information for parents and carers in Scotland. Discover what your child is learning from early learning through to secondary school and how you can help. You can find information on a range of topics including literacy, numeracy, health and wellbeing, science, practical advice and ideas to support children's learning at home. Information is also available on Parentzone Scotland regarding additional support needs, how to get involved in your child's school and education, and schools in your local area.

Additionally, parents and carers can sign up for the quarterly e-bulletins which have links to events, resources and information which will help parents and carers support their children's learning. You can sign up for the e-bulletins at:  
**[www.educationscotland.gov.uk/parentzone/emailupdate](http://www.educationscotland.gov.uk/parentzone/emailupdate)**

If you would like further information or have any comments please visit the Parentzone Scotland website:  
**[www.parentzonescotland.com](http://www.parentzonescotland.com)**

**Scottish Book Trust** believes that books and reading have the power to change lives. As a national charity, we inspire and support the people of Scotland to read and write. As well as providing you with this bag, Scottish Book Trust does lots of other work around promoting reading and writing.

We give free books to every child in Scotland to ensure families of all backgrounds can share the joy of books at home. We work with teachers to inspire children to develop a lifelong love of reading with innovative classroom resources, book awards, reading initiatives and our touring authors programme. We support the country's dynamic writing talent, and fund all sorts of author events with the public, including schools, libraries, hospitals, festivals and reading/writing groups.

To support parents, we have lots of information about reading, writing and learning together at home, plus book recommendations on all kinds of topics, competitions, events and much more for you and for children of all ages.

To find out more or to get in touch, visit us at  
**[www.scottishbooktrust.com](http://www.scottishbooktrust.com)**

