



Welcome to our Reading and Writing Workshop

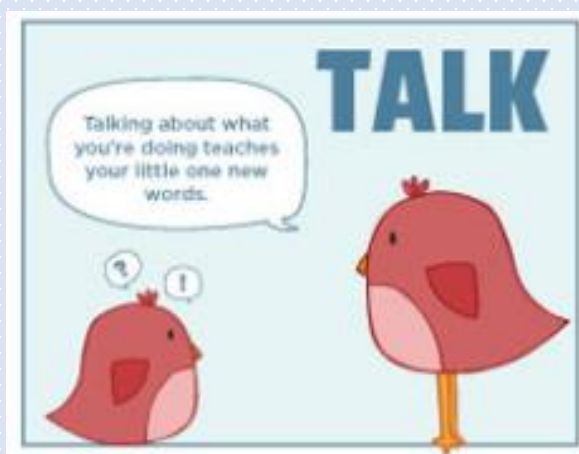
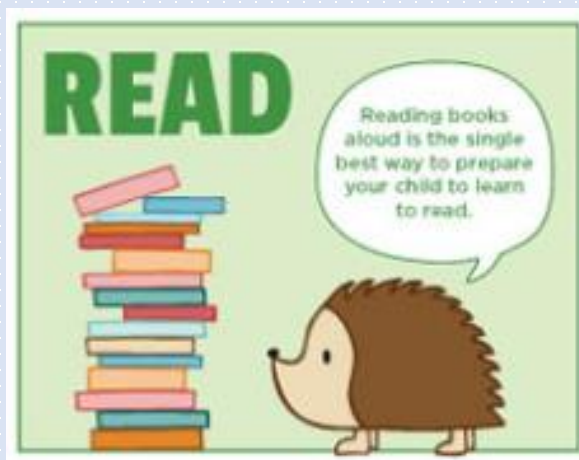


Reading at an Early Age.

Words are all around us and children recognise many from a very early age.



Encouraging early reading.



Early Skills for Writing

Early writing skills are called 'pre-writing skills' and involve things such as:



Hand and finger strength
Crossing the mid-line
Pencil grasp
Hand eye coordination
Upper body strength
Object manipulation
Visual perception
Hand dominance



Gross Motor skills

Swinging on a swing
(independently)



Bats and balls



Bowling



Dancing



Swimming



Skipping



Throwing and catching



Climbing on a climbing frame



Fine Motor skills

Using a knife and fork



Cutting and sticking



Threading beads/ pasta



Pegging clothes on a washing line



Play dough



Bubble wrap



Peeling stickers



Squeezy bottles



All of these pre-writing activities help toward children developing a good pencil grip - again there are stages children generally move through as this develops.



shoulder - arm - wrist - fingers

Beginning to Read and Write: Phonics



Synthetic phonics - is the teaching of reading in which phonemes (sounds) are associated with graphemes (letters). They are pronounced in isolation and then blended together (synthesised). We BLEND for reading and SEGMENT for writing/spelling.

At Wyke School we follow the government's scheme called 'Letters and Sounds' and mix this with two schemes called Jolly Phonics and 'Read Write Inc.'

We have 26 letters but 42 sounds: children are taught actions for each of the sounds using the multi-sensory methods of sounds, pictures and actions. The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

We also use handwriting rhymes to ensure correct letter formation.



Phase 2:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3:

j, v, w, x, y, z, zz, qu, ch, th, ng, ai, ee, igh, oa, oo, ar, or,
ur, ow, oi, ear, air, ure, er



The five skills taught in Phonics

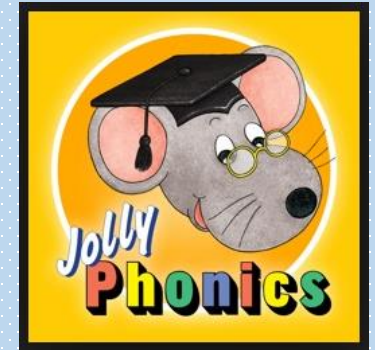
1.Learning the letter sounds: Children are taught the 42 letter sounds. This includes alphabet sounds as well as digraphs and trigraphs such as sh, th, ai and air

2.Learning letter formation: Using different multi-sensory methods, children learn how to form and write the letters.

3.Blending: Children are taught how to blend the sounds together to read and write new words.

4.Segmenting: Identifying the sounds in words. Listening for the sounds in words gives children the best start for improving spelling.

5.Tricky words: Tricky words have irregular spellings and children learn these separately.



How you can help at home... Reading

Mrs de Villiers will show you how she'd share a reading book with a child.

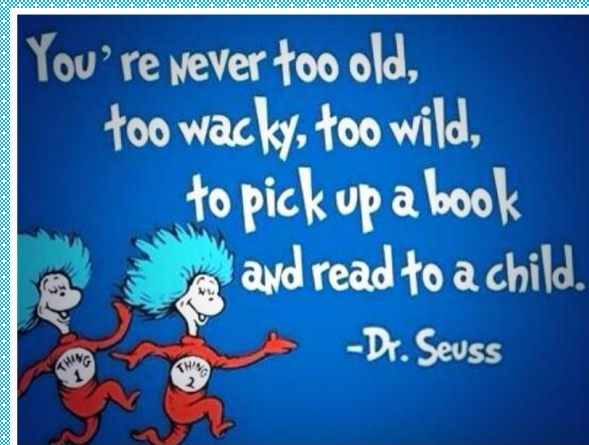
(If you missed our workshop and are reading this at home you're welcome to pop in anytime and ask me to show you!)



This a great booklet about reading with your child:

<https://www.booktrust.org.uk/globalassets/resources/misc/reading-with-your-child/reading-with-your-child-booklet-for-parents.pdf>

Most of all make it a special time.



Early Learning Goal:

Children will be assessed at Emerging, Expected or Exceeding.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

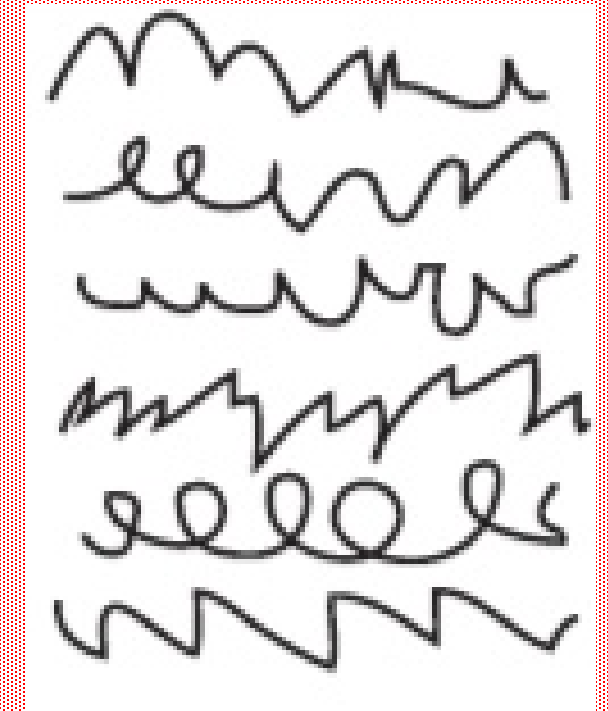
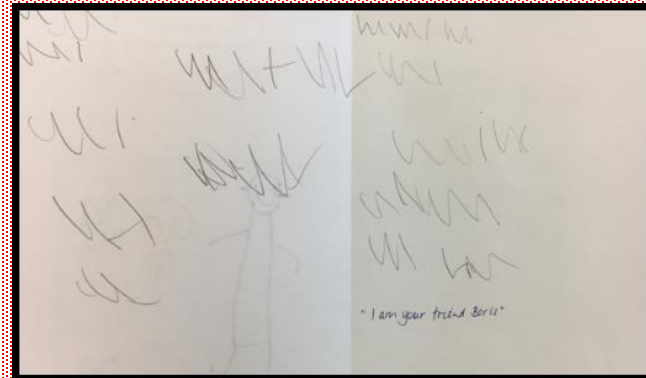


Stages of Writing:

- Children start experimenting with mark making from an early age. The mark making usually develops in these stages...

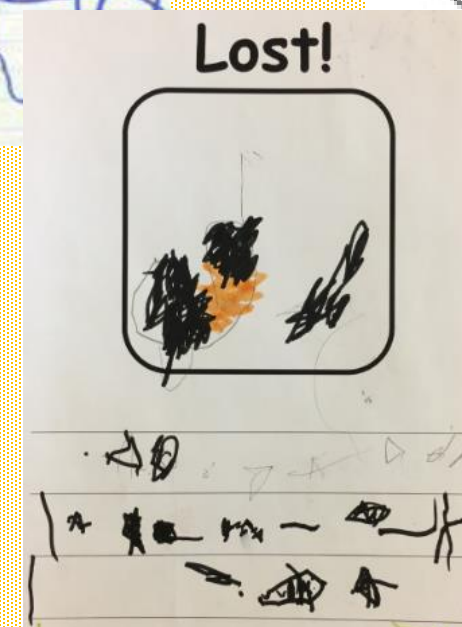
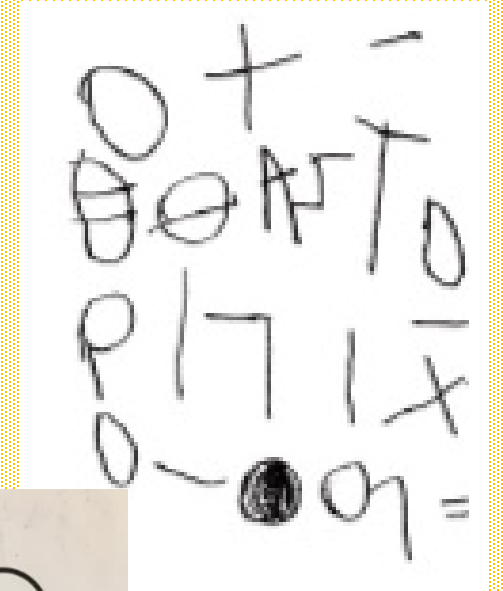
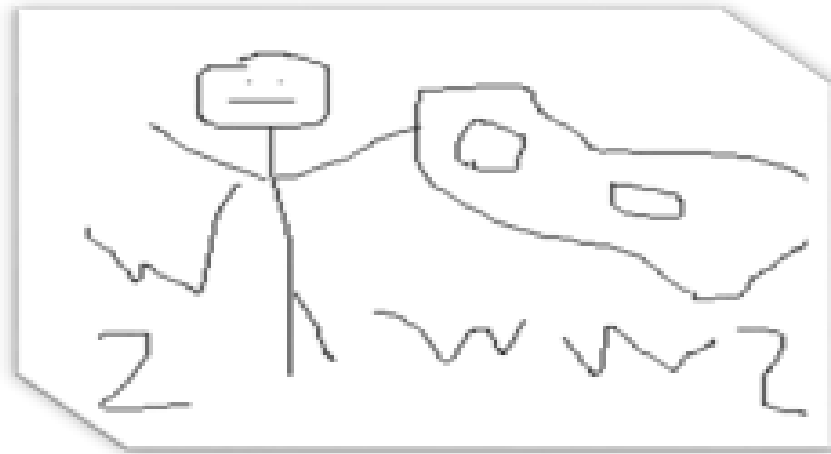
1. Scribbling

- Random marks on the page
- Progress to controlled marks resemble drawings or patterns (pretend writing)



2. Letter like symbols

- They attempt to make some letters
- These tend to be randomly placed throughout the page
- Letter-like and number-like symbols are scattered together throughout
- They are able to tell about their drawing at this stage.



3. Strings of letters

- Begin to write some legible letters
- Begin to understand the letter sound relationship but not accurate matching most sounds yet
- Tend to use capital letters

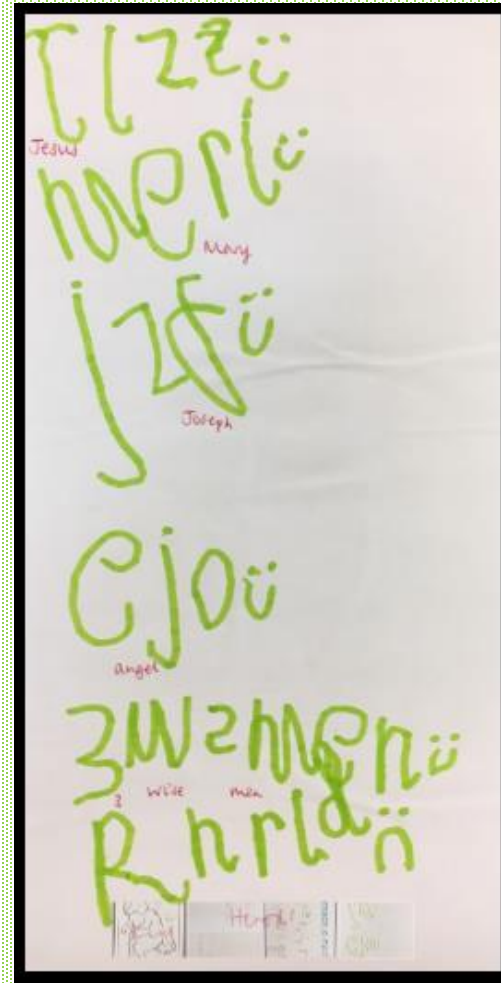


I H K Y L D I A B E U M
K B H L U O B L H H m h r i



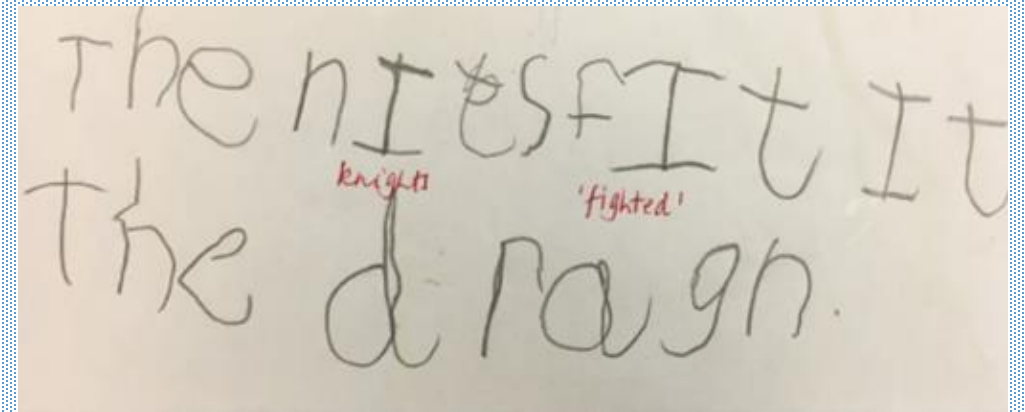
4. Beginning sounds emerge

- Begin to understand the difference between letters and words but no spacing yet
- Their message matches their picture



5. Consonants represent words

- Begin to use spaces
- Mix lower and upper case letters
- Begin to use punctuation
- Sentences tell ideas



I have made a model.

It is a flying n gear

It can it can't h

6. Initial, medial and final sounds

- Can spell some sight words correctly
- May be able to spell some names and environmental print correctly
- Writing becomes readable

I lik mi dog
Max. He is a
gud dog.

What can you see?



I can see a bus

I can see a car

I can see a man

I can see a car if it has
lights

7. Transitional Phrase

- Writing is readable
- Their spelling is becoming more conventional

I wat to go
to Mary
birtday party.

To daye i wat
to play withf the
white board and
the shapes and
I won to play
with my fen

(Today I want to play with the
white board and the shapes, and
I want to play with my friend.)

8. Standard Spelling

- Can spell most words correctly
- Beginning to understand root words compound words and contractions
- This understanding helps them to spell words that are similar

I went to the
water park on
saturday.

When I grow up
I want to be a police
man becos they
catch bad peopel.

I like books. I read them all
the time. I like storys of
wiches and bad things.
I read them at school and
at home. I also like pop songs
Hee Hee! I like all kinds of
storys of bad wiches.

Early Learning Goal:

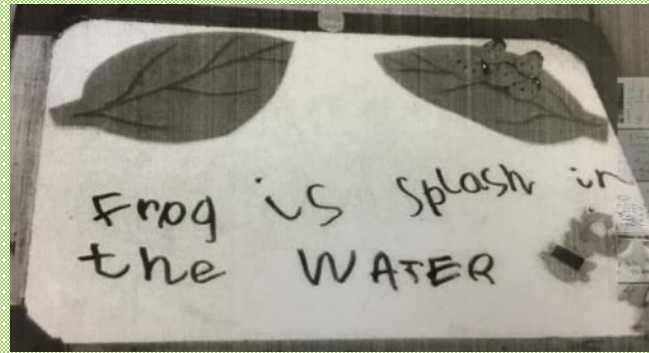
Children will be assessed at Emerging, Expected or Exceeding.

These examples are all judged to be EXPECTED.

It is really difficult to get exceeding!



caterpillars et
legs. They
hav lots
of legs. He
mows a cacooh.



I got a sgab from the wot sleds
and went to the kalvahn with
my bruv and my mom and dad
and hane and gawdad, and
my cws and kaym.

tomiss swan
you are
invited
to my
party
Love
Scarlett
XXXXXX

What am I going to write?

THINK
IT



TALK IT

WRITE IT

THINK it
TALK it
WRITE it

Hold a sentence in your head.
For long words clap the syllables.

How you can help at home... Writing

Write with your child – ‘think aloud’ so they can hear the decisions you make as you write. Children will want to write if they see a purpose to the writing.

Talk about the words they see in everyday life- food packaging, signs in the supermarkets, captions on the buses and lorries, messages on birthday cards and invitations.

Write a shopping list together- model and allow them to take their own list to the shop to give the writing a purpose.

Send an email- Your child says the message and you type it initially. Children can develop computer skills at the same time. Try writing an invitation to a story character.

Provide your child with a ‘writing box’- put a range of writing items in the box –pens, pencils, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be fixed to a table or a fence for large writing and drawing.

Praise them for their play writing- those early squiggles and marks show that your child is beginning to understand writing.

Set an example- make sure your child sees you writing.

Strengthen their writing hand-Try fun activities which strengthen your child’s hand. Eg: cutting, painting, squeezing playdough, picking up small things with tweezers and pegs.

Messages- leave messages with magnetic letters on the fridge for them to reply to.

Make up stories together- use their toys as characters and write the story with them as they say it. Make up a little booklet. Take photographs and use the pictures in the book.

Notices and signs- about important things in their play e.g. The Cave – Keep Out!; Shoe Shop – Open; Don’t walk on the seeds we have planted!; shopping lists for baby food



Useful websites for Reading and Writing:



How to say the phonics sounds: <https://www.youtube.com/watch?v=-ksblMiliA8>

Tips for reading and writing at home: <https://www.oxfordowl.co.uk/for-home/advice-for-parents/fun-ideas-learning-at-home/fun-ideas-ages-4-5/>

Storyteller videos: <https://www.oxfordowl.co.uk/for-home/oxford-owl-videos/storyteller-videos--2/>

Reading tips for parents: <https://www.booktrust.org.uk/globalassets/resources/misc/reading-with-your-child/reading-with-your-child-booklet-for-parents.pdf>

Phonics games – free and subscription games. <https://www.phonicsplay.co.uk/>

More games! <http://www.ictgames.com/mobilePage/literacy.html>

BBC Alphablocks – games, colourings and clips/episodes: <https://www.bbc.co.uk/cbeebies/shows/alphablocks>