



Early Years and Key Stage 1 Reading and Writing Workshop

*'The more you read, the more things you will
know. The more that you learn, the more places
you'll go'*

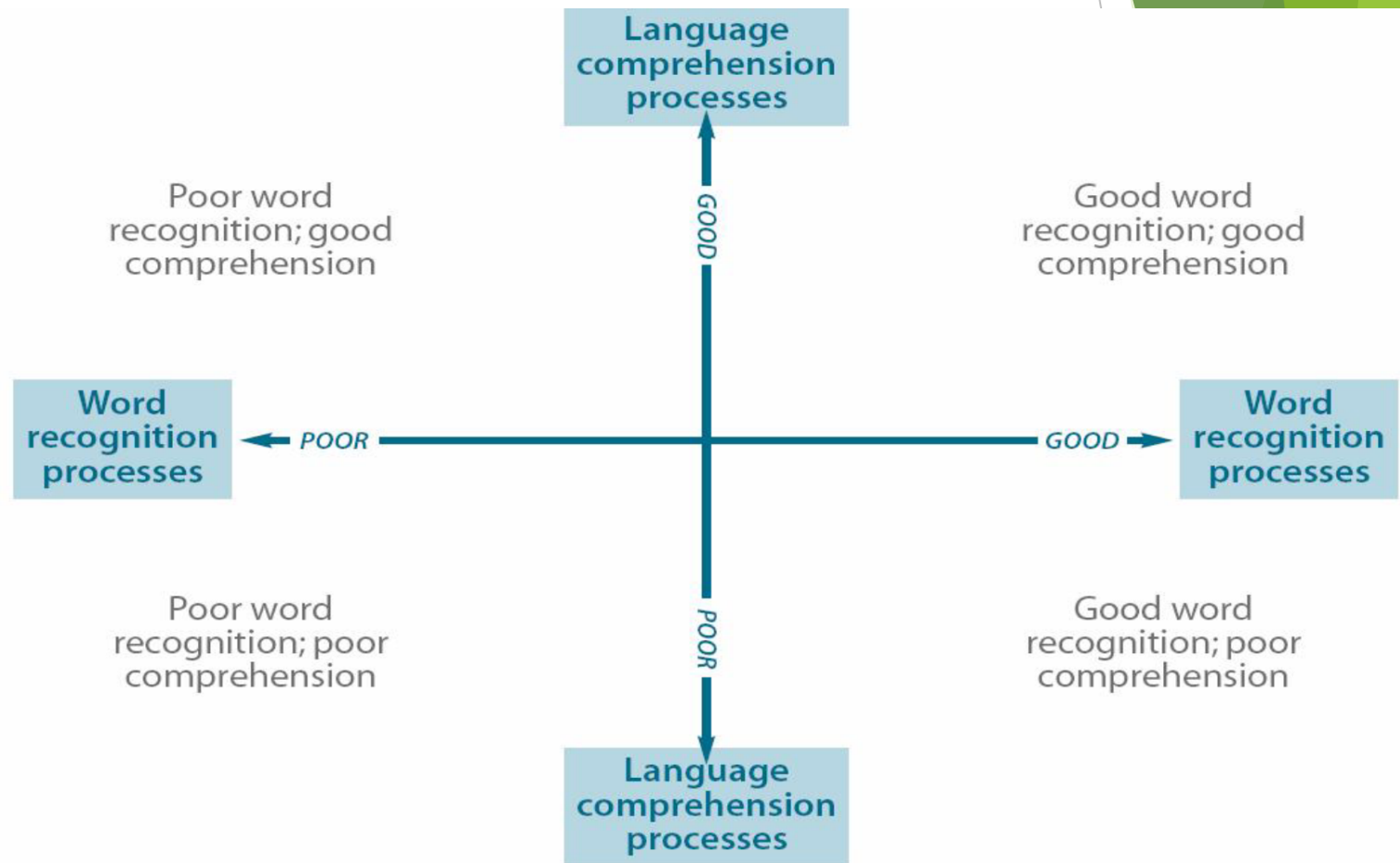
Dr Seuss.



The Importance of Reading

The Independent Review of the Teaching of Early Reading - Jim Rose 2006

The Simple View of Reading:



From the Reading Agency...

- ▶ Parents are the most important reading role model for children and young people.
- ▶ There is overwhelming evidence that literacy has a significant relationship to people's life chances.
- ▶ Reading for pleasure is more important than either wealth or social class as an indicator of success at school.
- ▶ Only 40% of England's 10 year olds have a positive attitude to reading.
- ▶ As adults in the 21st century, our children will read and write more than at any time in history.

What is Phonics?

- ▶ Fast paced - introducing a new sound (phoneme) every day whilst reviewing previously learned sounds
- ▶ The sounds are taught in a set order so that the children are able to blend the sounds to read words very early on.
- ▶ We introduce a set of tricky words (red words) that are practised daily. These are words that cannot to be entirely segmented using the sounds that they know. These include 'the, I, you, my etc.
- ▶ All the sounds have a phonics action that we teach so that the children associate a movement with the sound (see handout).

What we do at Mawgan-in-Pydar School...

At Mawgan-in-Pydar School, we follow an approach called Read, Write Inc.

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

First children learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes (letters).

Learn to spell using known sounds

Write confidently by saying what they want to write out loud first

At Mawgan-in-Pydar

All staff are trained to deliver RWI.

Assessments are carried out by your child's teacher every half term.

We split between EYFS- Year 2.

The aim is to ensure children are accurate and speedy readers by the end of Year 1.



How does phonics help us to read?

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c_a_t." Not cat.

We call this *Fred Talk*.



The importance of talk for writing

**"What you can say today...you can
write tomorrow"**

Ruth Miskin

The Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Special friends...2
letters that make
1 sound.

Learning to blend and segment with the sounds we know...

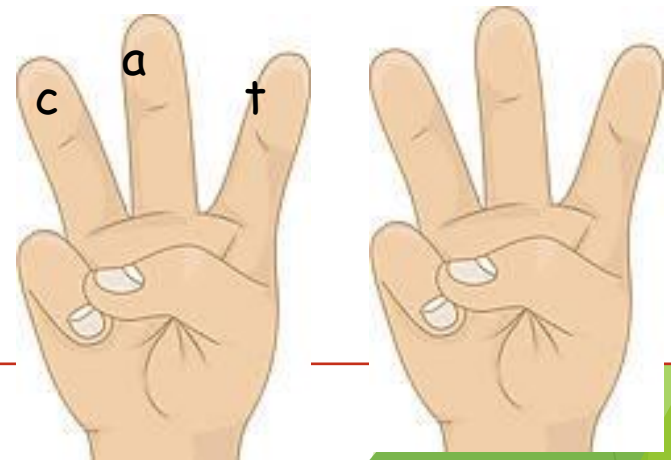
Assisted blending
as soon as the first 5
sounds are learnt!



Moving towards
independent
blending

Fred Fingers for spelling

*Say the word and
pinch on the sounds



Learning to blend and segment with the sounds we know...

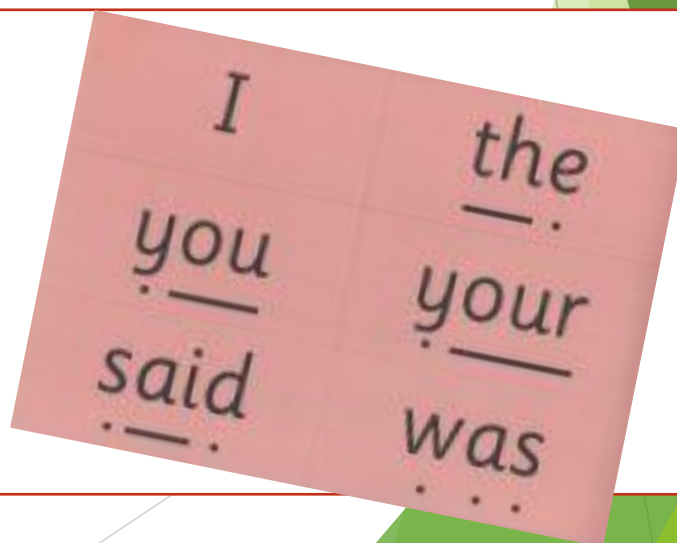
Green words - contain all the sounds we know

- *Fred talk
- *Fred in your head
- *No Fred talk



Red words

'You can't Fred a red.'



Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

When children are confident with set 1 and 2 sounds, they move onto Set 3.

Set 3 sounds

Split digraphs.

RWI techniques...some of the things you may hear about!

Praise, praise praise...

1, 2, 3 well done me!
A round of a claws.
Marshmallow clap.



Positivity and passion...

All of us want all of the
children to do very well,
to enjoy and to achieve!

Participation...

MTYT
TTYP
Fred fingers
Magic pens

Reading at home

Read favourite stories over and over again.

Promote a love of books.

Make time to share stories regularly.

Book talk - comprehension and imagination (*What has happened, what might happen next and why? Can they remember the story?*)

Discuss the story together - What did you like about the book? What was your favourite part?

Parent tip: **Watch the RWI Storytime at home video for hints and tips.**
Ruth Miskin RWI sounds - Youtube

Have fun with Fred Talk!

"What a tidy r-oo-m!"

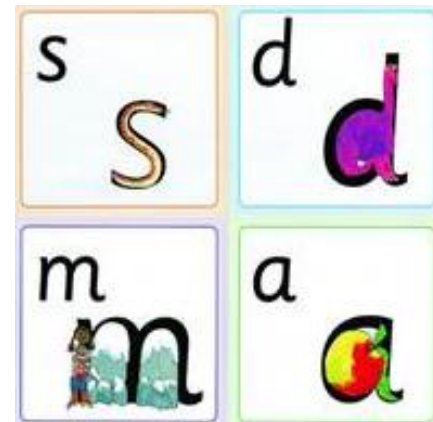
"Where's your c-oa-t?"

"Time for b-e-d!"

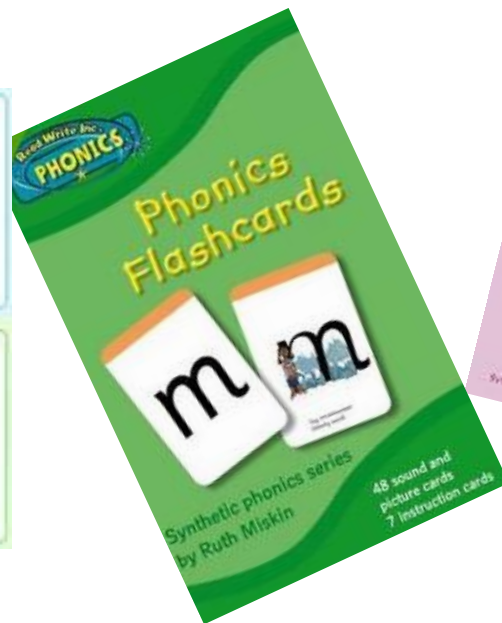


Practise pronouncing the sounds...

Remember no 'fuh' and 'luh'!



Available resources:



Supporting our reading scheme:

It is not a race through all the sounds...there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and therefore understanding.

How can you support your child's learning at home?

- ▶ Sound sheets and red words will be sent home weekly. Practice reading and writing these sounds/ words.
- ▶ Individual reading books. Record your child's reading in their reading log. We encourage children to read their book at least twice to encourage fluency. We will read with your child in class at least once a week. We encourage you to read 5 times a week, even if it is just a page or two. Regular reading time will make all the difference. This will be the 'homework' for your child whilst they are in Reception class.
- ▶ Phonics games and apps - Phonics Play, ICT Games, Phonics Genius, Ladybird I'm Ready for Phonics, Teach your Monster to Read, Hooked on Phonics, Early Reading, Alphablocks
- ▶ Encourage your child to love reading. Surrounding your child with books and text (comics, magazines, fiction and non-fiction). Read to each other. Visit a local library. Read things all around you - signs, menus, road names, everyday information, shopping lists - make it fun!
- ▶ Show enthusiasm!

Helpful tips...

- ▶ Encourage your child to segment and blend words if they know those sounds. Help them to do this by modelling the process.
- ▶ Help with tricky words to maintain the flow of the story/text.
- ▶ Discuss what might be happening in the pictures but don't encourage your child to use the pictures to 'guess' what words might be!
- ▶ Re-read the book so that children can make sense of what they are reading.
- ▶ Whilst re-reading, demonstrate reading the text from left to right, but try not to point to the text as you read.
- ▶ Involve the child in the re-reading part by allowing them to join in.

Phonics Screening Check

The phonics screening check will be taken individually by all children in Year 1, in England, from June 2012. It is designed to give teachers and parents, information on how your child is progressing in phonics.

What is the phonic screening check? There will be two sections in this 40-word check and it will assess phonics skills and knowledge learnt through Reception and Year 1. What will it check?

It will check that your son/daughter can:

- Sound out and blend sounds in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense (alien) words.

The check is not about passing or failing but checking appropriate progress is being made. If your child does not reach the threshold, they will re-sit the check the following summer term.

Year 2 SATs Reading test

In May all Year 2 pupils will sit the statutory Year 2 reading paper. This is done in a very organic way - calm, sensitive, no pressure. The results of this help to inform teacher judgement at the end of the year which is submitted to the DfE.

Within the classroom, pupils are taught the skills required to access the test. Later in the school year, reading homework will be aimed towards preparing your child for this task.

At home you can support by following the tips on slide 12. There are also a range of published resources available if you wish to purchase them.

Penpals scheme.

In Early Years the letter shapes are learnt at the same time as the sound.

These are sent home weekly with the appropriate rhyme.

As the children progress, handwriting is a separate lesson in the week as it has always been.

Handwriting



Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sat at a table, encourage your child to have a go
4. Praise your child for their efforts

- m** Maisie, mountain, mountain
- a** round the apple, down the leaf
- s** slither down the snake
- d** round his bottom, up his tall neck and down to his feet
- t** down the tower, across the tower
- i** down the body, dot for the head
- n** down Nobby, over his net



Gross motor control - early stages

- ▶ consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements.
- ▶ large movements in the air with their arms, hands and shoulders.
- ▶ dancing with ribbons - use both sides of their body, Dough Disco



Six prerequisites that children must have before handwriting begins are:

- ▶ small muscle development
- ▶ eye-hand coordination
- ▶ ability to hold utensils or writing tools
- ▶ capacity to smoothly form basic strokes such as lines and circles
- ▶ letter perception, including the ability to recognize forms, notice likeness and differences, infer the movements necessary for the production of form and give accurate verbal descriptions of what is seen
- ▶ orientation to printed language, which involves the visual analysis of letters and words along with right/left discrimination.



What can you do to help?

- ▶ Provide opportunities for your child to make large movements - chalking on patio, mark making in the sand, painting (water on a brush on a wall or patio) swirl a tea towel/old bits of material
- ▶ Provide opportunities for your child to make finer, more controlled movements - threading, play dough, cooked spaghetti, mud, finger rhymes
- ▶ Don't rush your child to write!
- ▶ Let your child choose the hand they write with
- ▶ Make it fun!

Questions?