

Early Years Literacy Workshop

2021



Introduction and the development of
early speaking and listening, reading and
writing skills at Saltford School



Welcome

- Literacy Early Learning Goals
- Speaking and listening
- Phonics and Reading
- Writing

Early Learning Goals

3 Prime Areas

- ▶ Personal, Social and Emotional
- ▶ Communication and Language
- ▶ Physical Development

4 Specific Areas

- ▶ Literacy
- ▶ Mathematics
- ▶ Understanding the World
- ▶ Expressive Arts and Design

Speaking and Listening

How you can support your child's development

- [Top 10 Guide](#)
- Model good listening behaviour- Talk Boost
- If your child incorrectly pronounces a word, repeat the sentence back to them correctly. Try not to directly correct.
- Play games- especially ones that require turn taking and use a dice.
- Sharing Vocabulary/ Storybooks

Speaking and Listening are the foundations for reading and writing

Early Learning Goals for Reading

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception (irregular) words.

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems .and during role-play

Early Phonics in action

Phonics is about children knowing how letters link to sounds (graphemes to phonemes)

- ▶ **c** as in **c**at
- ▶ **ll** as in fe**ll**
- ▶ **ee** as in she**ep**



<https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

How we deliver Early Phonics Teaching

- **Phonics Bug**
- **Little phrases**
- **All through the day.**
- **Links to the reading scheme**

Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
z	Zig-zag-zig, down the zip.
x	Cross down the arm and leg and cross the other way
qu	Round the queen's head, up to her crown, down her hair and curl

VC/CVC Words

▶ V = Vowel

▶ Simple words with two phonemes

C = Consonant

▶ Simple words with three phonemes

at

VC

rain

CVC

Irregular Words

- Decodable vs non decodable 'irregular' words
- The children will experience both types of words as the year progresses.
- This becomes more sophisticated as the children build on their initial understanding of sounds.



<https://www.teachyourmonstertoread.com>

Later phonics

- ▶ Teaching graphemes made up of two letters - oa, ar
Digraphs
- ▶ Blending for reading e.g. r-ai-n = rain
- ▶ Segmenting for spelling e.g. rain = r-ai-n
- ▶ Leading on to
CVCC (t**e**nt) words and CCVC (cre**a**m)

Reading

- Children will bring home a reading folder on Monday 6th October, which will contain a mixture of books with pictures and/or words. The reading record is for simple comments about the child's reading progress between home and school. Please mark each comment with a H to show home reading.

Do

- Talk about pictures, predict what may happen.
- Model sounding out unfamiliar words.
- Magic pointing finger!
- Ask them questions about what they have read
- Lots of reading – everywhere!
- For most children their communication and reading skills develop before writing skills.

Phonics Bug – Reading Scheme



Phonics Bug

<https://www.activelearnprimary.co.uk/home>

How you can support your child

Learning to read can be a big challenge for some

- Create excitement and enthusiasm about reading and books.
- Share the experience.
- Model reading the story first then ask your child to read it back to you.
- Keep relaxed, positive and encouraging.
- Find key words that are repeated.
- Sound talk any words they find challenging and encourage them to blend them
- See your child's teacher if you need more advice.

Please be reassured that your child will get there when they are ready.

Early Learning Goals for Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Writing – How you can help

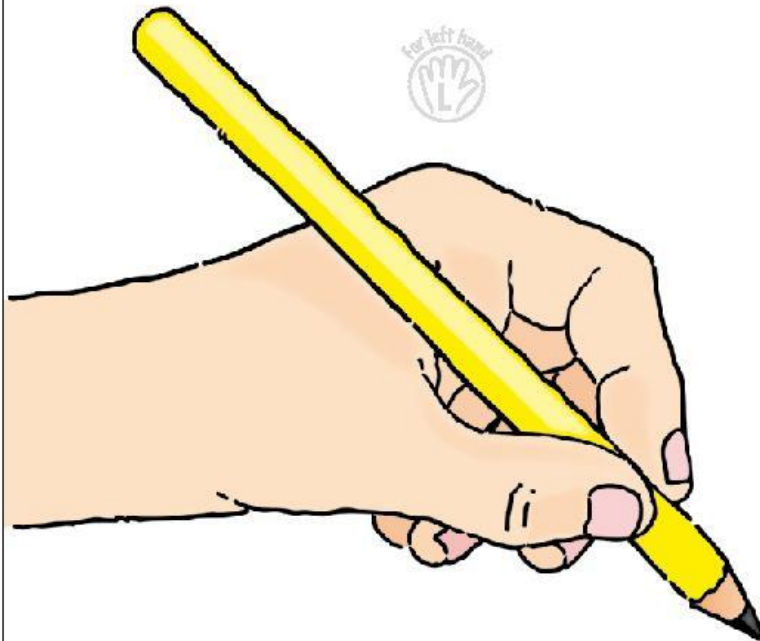
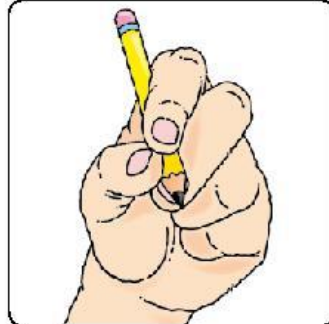
- ▶ Variety of writing materials
- ▶ Fine motor skills- [Teach Handwriting](#)
- ▶ Cutting
- ▶ Handwriting/spelling
- ▶ Model writing the graphemes
- ▶ Correct pencil grip
- ▶ Lowercase letters – capitals only at beginning of sentences, names etc.
- ▶ Encourage your child to draw/write parts of a shopping list, greetings card, post it message, birthday/Christmas list.

Good Pencil Grip



What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.

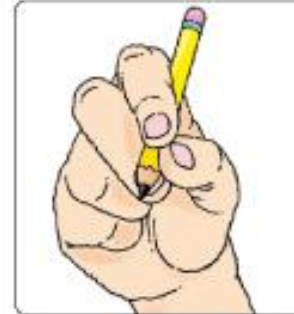


Good Pencil Grip



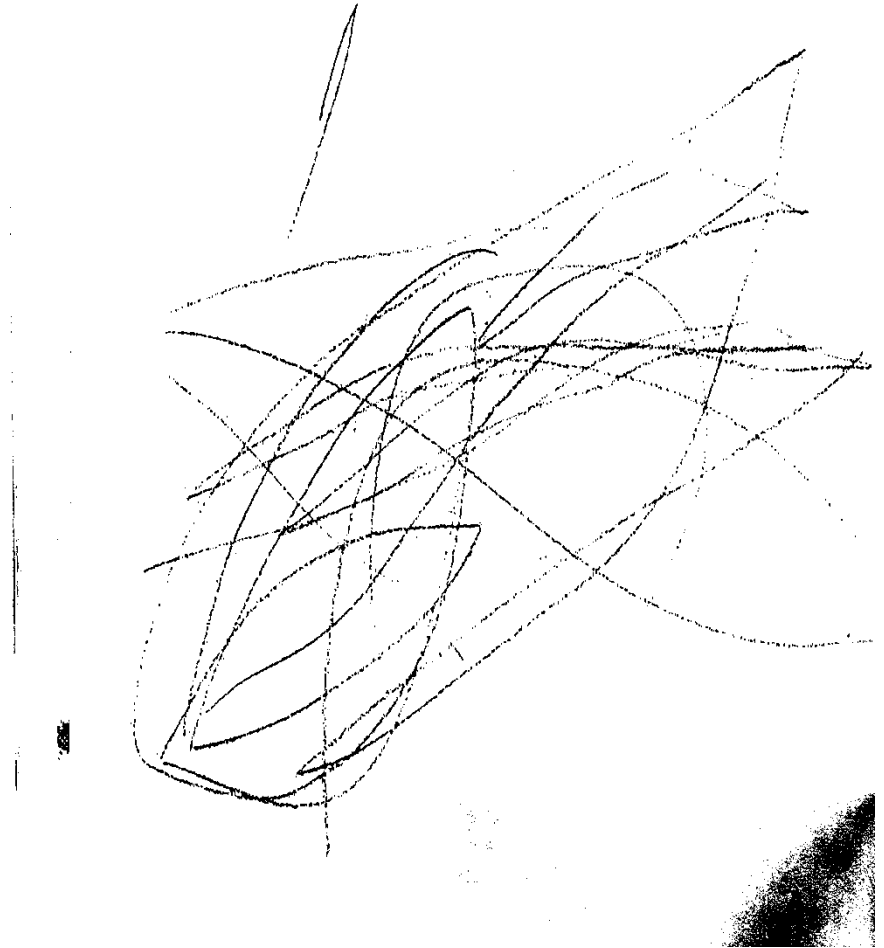
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Writing and Progression

- ▶ The scribbling stage is when the child moves the pencil in random circles. There is no definite pattern.



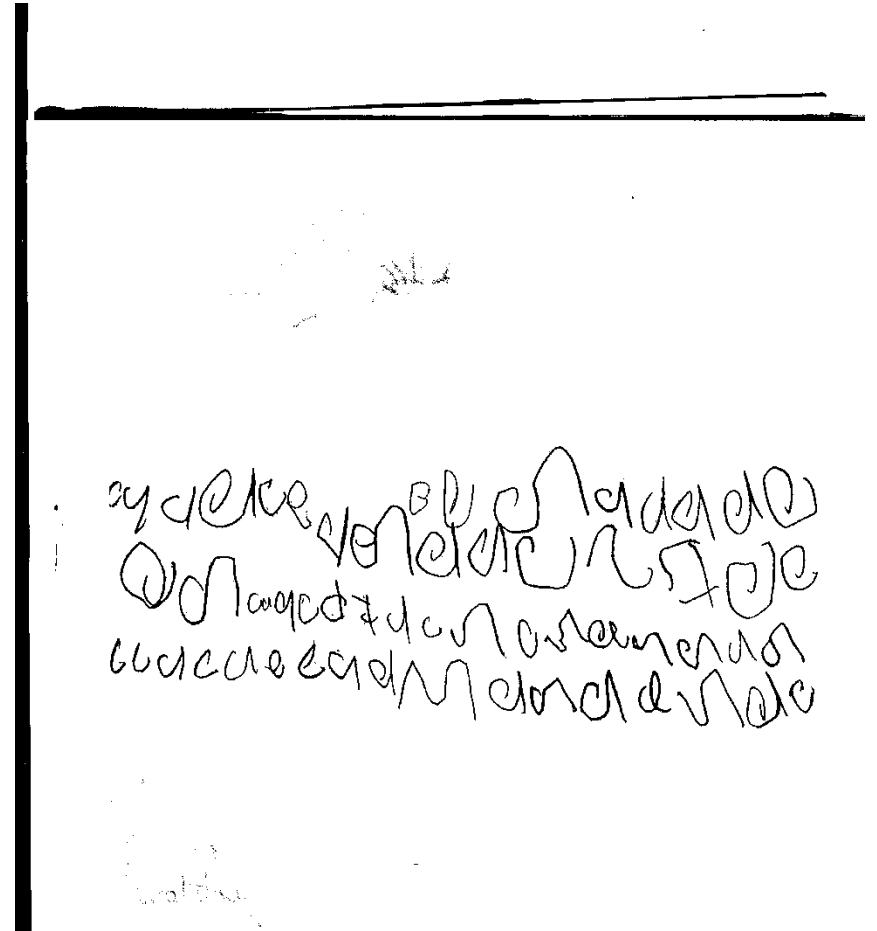
Writing and Progression

- ▶ The pattern stage shows a collection of different patterns, often circular or zig-zag



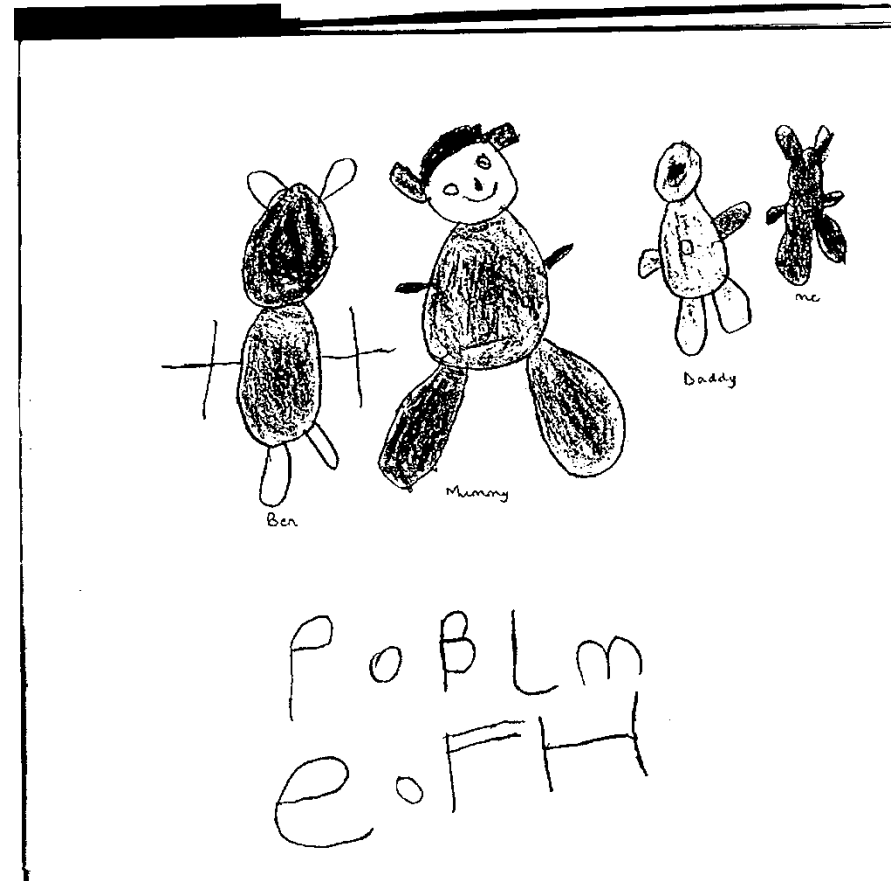
Writing and Progression

- ▶ Random marks often take the form of a repetitive squiggle or small repeated circles and squiggles



Writing and Progression

- Soon the child will write using random letters, often a mixture of lower case and capitals



Writing and Progression

- ▶ When the child is aware of their sounds they will start to use them in their writing.

ISABLNA / SATI



I saw blossom.
and I saw a tree

How the learning looks in class

- Shared writing experiences
- Use phonics discretely for reading and writing throughout the whole day
- Provide an enabling environment which creates opportunities for these learning experiences
- A daily focused 20 minute phonic teaching lesson
- Use a variety of resources, games and ICT
- We differentiate all of our learning through questioning and providing appropriate challenges.

Useful websites

- <https://www.oxfordowl.co.uk/for-home/>
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- <https://www.teachyourmonstertoread.com/>
- <https://www.activelearnprimary.co.uk/login?c=0>
- <https://www.booksfortopics.com/early-years>
- <https://teachhandwriting.co.uk/parents.html>
- <https://www.ictgames.com/mobilePage/literacy.html>
- <https://www.phonicsplay.co.uk/>