

Early Literacy Workshop





Early Readers





Reading to your child

- Developing children's interest and pleasure in reading is as important as developing their reading skills.
- Children enjoy following along in a book as an adult reads aloud.
- They may enjoy joining in with repetitive phrases.
- Improve their range of vocabulary.





Reception Targets Reading

40-60+ months

- Hears and says the initial sound in words
- Can segment sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Knows that information can be retrieved from books.

ELG

- Children read and understand simple sentences. They use their 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.



Books without words

- 'Reading' the pictures.
- Making up their own stories using the pictures and their imagination.
- Talking about the story and the characters.
- Answering questions





Knowing letter sounds

Hears and says the initial sound in words

Links sounds to letters, naming and sounding the letters of the alphabet



- Children need to learn to recognise the letters of the alphabet and say the name and the sound.
- Taught through daily Phonics sessions and Letters and Sounds
- When helping your child at home you need to start with the sounds of the letters (not the names).
- This is very important when they come to blend later on.



Letter sounds

l

p

y

j

h

b

n

d

s

a

u

t

c

r

w

x

o

e

k

f

i

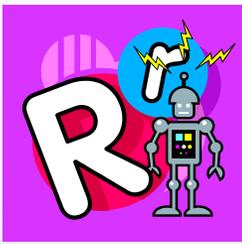
q

g

v

m

z



Recognising letter shapes



- Once your child is happy identifying sounds they need to move on to recognising the letter shapes.
- This can be in cursive script, print from a computer, magnetic letters or letters in a book, all of which they will see and use on a regular basis.



Blending



Can segment sounds in simple words and blend them together

Begins to read words and simple sentences

Use their phonic knowledge to decode regular words and read them aloud accurately.

- Once your child is secure at saying letter sounds individually they can start to blend the letters together to form words.
- This means that they can build words from individual sounds by blending the sounds together in sequence.
- This will be done first orally and then visually.

Recognising words



Begins to read words and simple sentences
They also read some common irregular words.

- We are exposed to text so much in our environment.
- You child will begin to recognise familiar words which they see regularly.
 - Name
 - Sainsburys, asda, tesco, morrisons etc.
 - Breakfast cereals
 - Book characters
 - And eventually...sight vocabulary (words we cannot sound out)



Reading Sentences

- The final step is then to move onto reading whole sentences.
- If they've built up a sight vocabulary then not every word will need to be sounded out - only unfamiliar words.



Listening to your child read

- Find a quiet space.
- Discuss the story before even reading it.
- Ask questions and allow discussion.
- Use the pictures to help.
- Don't try to sound out common words





How you can help at home with reading?

Teach lots of nursery rhymes – each one tells a different story and helps to develop the concept of rhyme.

Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word. Your child needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Discuss the front cover – what do you think the book will be about? Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped*, *roared*.

Listen to story CDs together – follow the words in a book too and match the pictures with the words you're listening to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Add sound effects when reading a story and encourage your child to join in.

A quiet area with some cushions and toys is a comfortable place where you and your child can go to look at a book together.





Reluctant Readers

- Relax! Don't Panic
- Make sure your child sees you reading.
- Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voices - let yourself go!
- Spread books around your house for your child to dip into.
- Let your child choose what they would like to read - books, comics, catalogues.
- Continue at a steady pace for your child.
- Read favourite books over and over again. Enjoy!
- **MAKE IT FUN!**



Writing



Reception Targets Writing



40-60+ months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

ELG

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Early Writing



Mark making





Phonics

- Letters and Sounds

- s a t i p n
- ck e h r m d
- g o u l f b
- ai j oa ie ee or
- z w ng v short oo long oo
- y x ch sh voiced th unvoiced th
- qu ou oi ue er ar



Letter writing practice



- In sand/salt/cornflour/foam
- In the air
- On whiteboards
- Using ribbons
- On a friend's back
- Copying/tracing
- With a finger over a letter
- With a paintbrush and water outside
- On paper using crayons/paint/pens/pencils



What do we do at school?

- Name writing
- Role play
- Free writing (Independent)
- Daily phonics
- Group writing
- Letter writing
- Shopping lists
- Notes to friends/home
- Labels for objects
- Magnetic letters to spell words
- Stories
- Topic books



Using phonic knowledge to write words

• l t a ~~p~~

Initial sounds



• l w t t a pc Final sounds

• l wet to a pac Middle sounds

Children use their phonic knowledge to write words in ways which match their spoken sounds

They write simple sentences which can be read by themselves and others



Irregular words



said

they

you

of

was

one

come

where

want

other

They also write some irregular common words.



Spelling

mum

dad

cat

dog

love

from

names

cher

compyoota

Some words are spelt correctly and others are phonetically plausible.

Writing with your child



- Encourage writing!
- Look at words in books – write your own
- Word puzzles/magnetic letters
- Help to practise their letter sounds they have learnt at school
- Encourage cursive script and lower case letters
- **HAVE FUN!!!**



How you can help at home with writing?

Magic writing boards are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!

Write with your child – 'think aloud' so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.

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

Write a shopping list together.

Send an email to a family member or a friend – your child says the message, you write it!

Provide your child with a shoe box full of things to write with – writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.

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



Reluctant Writers

- Relax! Don't Panic
- Make sure your child sees you writing.
- Compose an email together, inviting a friend over to tea.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a reply to you.
- Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it.
- Buy stickers of a favourite film or TV programme and make a book about it.
- Make it FUN!



Terminology

- **Phoneme** – the smallest single identifiable sound, could be one, two or three letters e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **Graphemes** - a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though') For example, /oa/ makes the sound in 'boat' and is also known as a vowel digraph. There are also consonant digraphs, for example, /sh/ and /ch/.
- **Segmenting** - to split up a word into its individual phonemes in order to spell/write it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **Blending** - to draw individual sounds together to read/pronounce a word, e.g. s-n-a-p, blended together, reads snap
- **Digraph** - two letters making one sound, e.g. sh, ch, th, ph.
- **Trigraph** - three letters making one sound e.g. igh
- **Split digraph** - two letters, split, making one sound, e.g. a-e as in make or i-e in site
- CVC (consonant, vowel, consonant)
- Sound button
- High Frequency Words/ Tricky Words/ Sight words



Useful Websites & Resources

- www.lettersandsounds.com
- www.phonicsplay.co.uk
- Mr Thorne does phonics

- www.readingeggs.co.uk
- www.ictgames.com
- www.bbc.co.uk/schools/wordsandpictures/phonics/
- <https://www.teachyourmonstertoread.com/>



Any questions?



Thank you
for coming 🌸

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