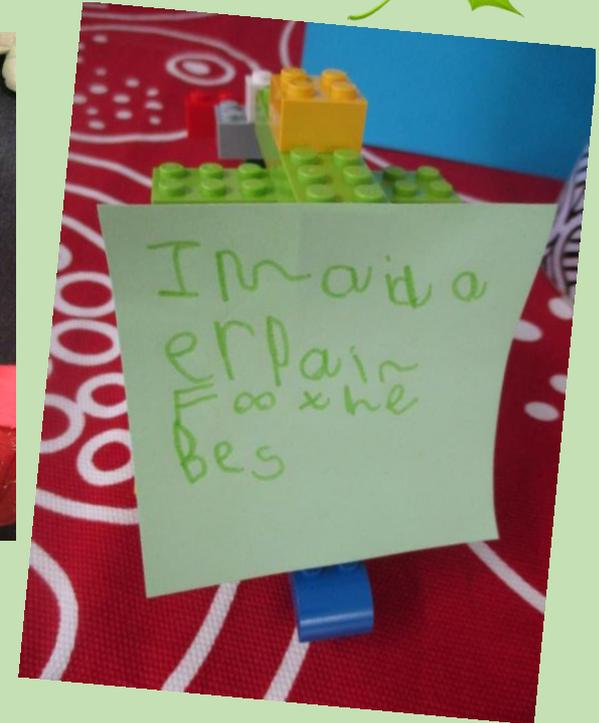


Woodgrange Infant School



Reading and Writing in Reception Jo Zakiewicz

Early Years Foundation Stage Lead

Aims of this session

To give you...

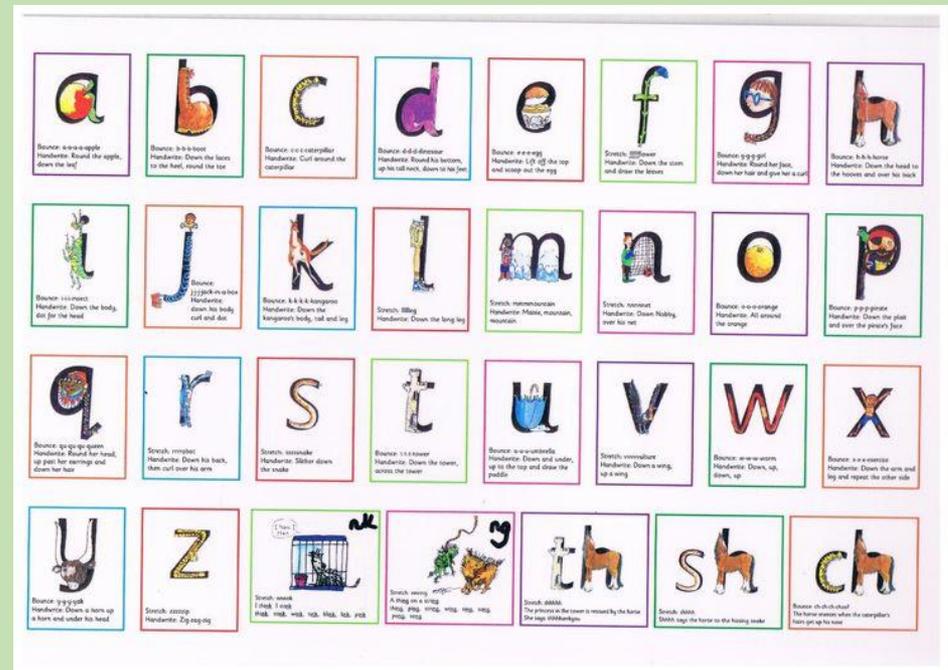
- An outline of how we teach children in Reception to read and write
- Phonics information
- Challenges and how to motivate children

Where our children are now

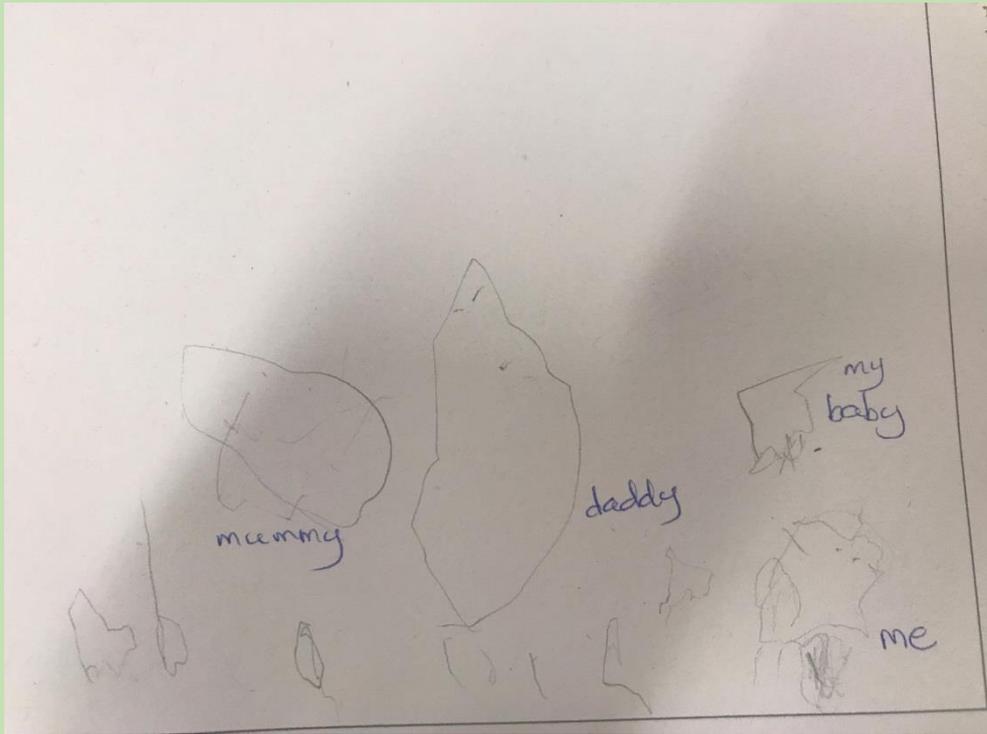
- Most of our children are at a stage where they are at the early stages of reading and writing
- We have played lots of listening games to 'train our ears' (phase 1 phonics)
- The children have learnt new letter 'sounds' which they are starting to apply in their reading and writing



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Children progress at different rates



A Post man

Com s to yar
comes

hos to glu ust s
house gives letters

These examples don't include drawing...but we love it when children to draw too!

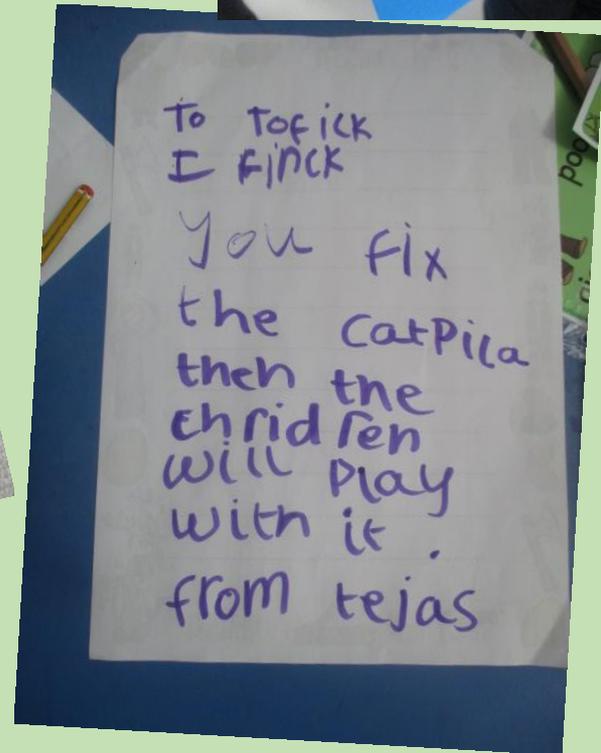
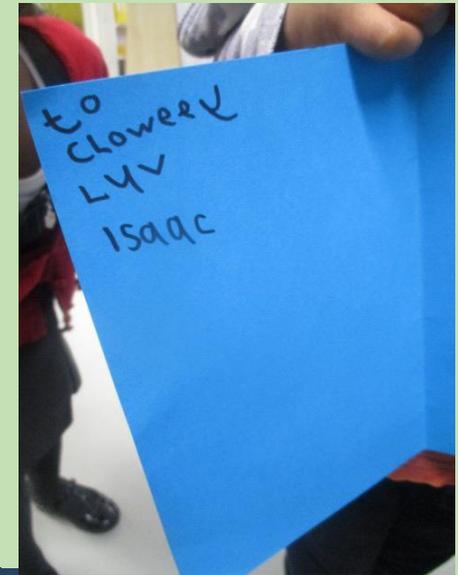
The zoo We saw
animals We saw some zebra
The zebra had stripes
I saw some elephant
I fed some elephant
I had some go
time at The zoo

How do they get there?

- Physical development, e.g. gross motor and fine motor skills
- Lots and lots of speaking and listening activities
- Experiences that act as a stimulus
- Listening to stories
- Phonics
- Learning tricky words
- Drawing
- Modelling from adults (and siblings)
- ...many more

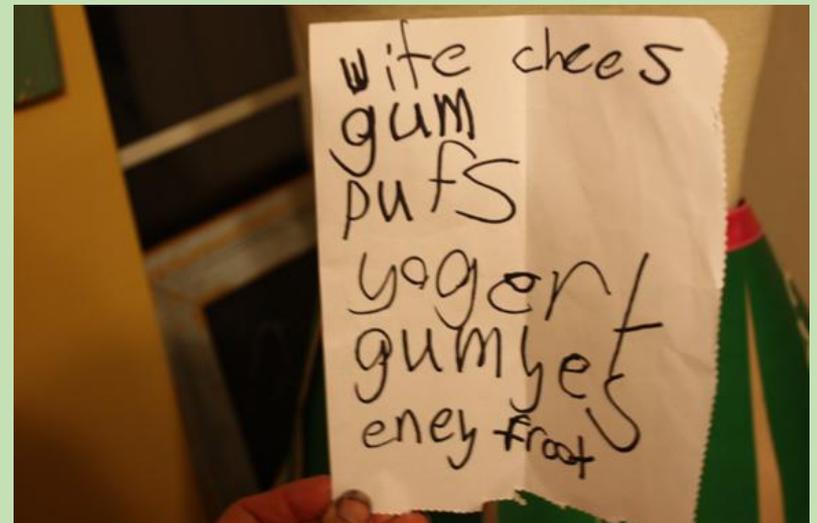
CONFIDENCE

Mark Making and Writing in Reception



Writing: How you can help at home

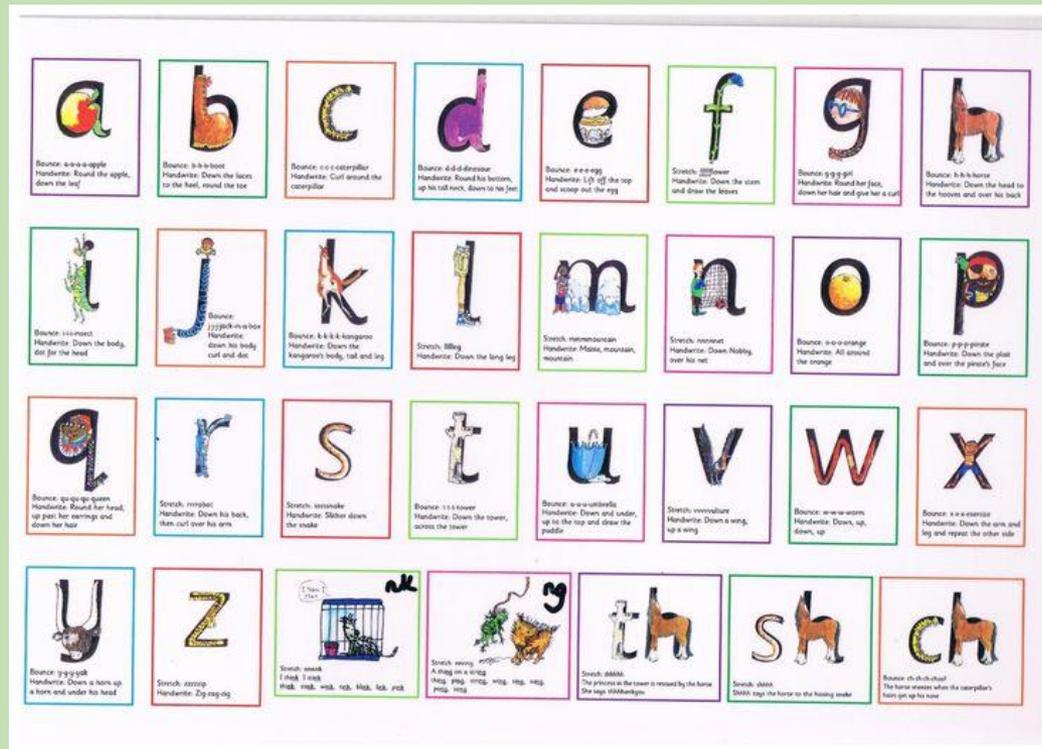
- Model in real life experiences
- Have our phoneme mat at home
- Show enthusiasm yourself
- Find a child's interests
- Never make it a chore
- Have a range of writing tools and different types of paper that appeal to your child at home
- Put it in a place where they can self choose



Phonics is an approach to teach children how to read and write by learning the smallest units of sound and the ways to write these sounds.

Children learn the letter sounds like sss for the letter s and fff for the letter f

Correct pronunciation: <https://www.youtube.com/watch?v=oZc4l0e7FCE>



- Phase 1: exploring sounds, rhythm, rhyme, alliteration, oral blending and segmenting
- Phase 2: s a t p i n m d o g ... b ss
- Phase 3: j v w x ... ear ure ai er
- Phase 4: no new phonemes longer words:
tent sharks boats
- compound words: moonlight sandpit

Tricky Words

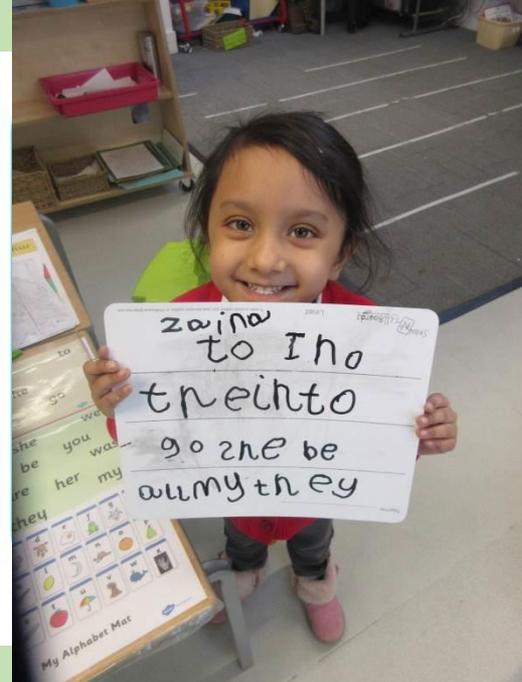
Words that cannot be read using
phonics for example

the, to, go, all, you, he, said

| Phase 2 | Phase 3 | Phase 4 |
|---------|---------|-------------|
| the | he all | said there |
| to | she are | have little |
| I | we my | like one |
| no | me her | so when |
| go | be | do out |
| into | was | some what |
| | you | come |
| | they | were |

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Tricky Words in Phase Order 2-5



Reception end of year curriculum expectations:

Read phase 4 sentences

He said can you skip to the shop?

She went out in the moonlight

Write them phonetically

He sed can u skiP to the shp.

Shee went awt in the moonlit.

How would you teach your child to read these words?

shop ring toe
moonlight
one

sh-o-p

r-i-ng

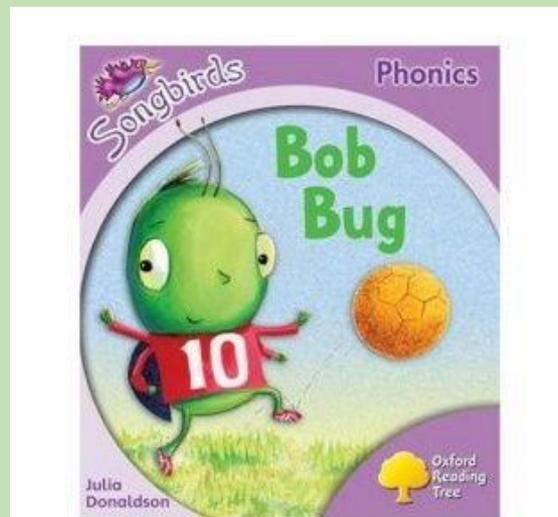
t-oe

m-oon-n l-igh-t

one: tricky word

Your child's phonics reading book

- As a general rule, if a child is unable to read **7 out of 10 words** in the first two pages of a book independently then the book is too hard for them.
- Think about when is the best time to hear your child read
- Keep reading time short (**little and often**)
- Read to your child if they do not want to read to you
- Start them off by reading the first page, reading alternate lines / pages, read difficult words to/with them



- Look at the pictures and talk about the book
- Read new words to them as they might not be able to read a word that is not in their vocabulary
- Don't correct all their mistakes instead re-read correctly
- Cover other words / lines with a white piece of paper
- Make it fun / special



There is a direct link between learning to read and having rich early language experiences in our home language/s.

- Knowledge of vocabulary and what words mean
- Understanding and talking about stories (comprehension skills)
- Having a love of reading modelled by others

What to do as a parent?

- Study synthetic phonics - print file on phonics for parents from our school website
- Read difficult words to your child if they can't read them independently

How to help your child at home

- Read library or other picture books to your child and build up a love of reading
- Devote time and a routine for it
- Turn off the TV when you are reading
- Follow your child's interests
- Read their phonics book daily - change it more frequently if you need to



Comprehension

Always encourage your child to re-read to check it makes sense and ensure they understand what they are reading. At times it is best if the adult re-reads to the children especially at the early stages of reading.

Ask open ended questions (What do you think... who might be ...What if...I wonder...)

Reading in Reception



- Constant opportunities to read everywhere!
- Library once a week to choose a book
- Reading a phonics book with a teacher at least once a week
- Daily reading in literacy carpet session
- Daily reading in phonics session

Challenges and how to overcome them!



Card 1  "See It!" 

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Thank you for attending.

Any questions... please ask