



Foundation Stage

Reading & Writing

November 2020

Aims

Reading and Writing

- To understand where PHONICS fits in to the overall picture
- To understand the progression of early reading and writing.
- To understand the importance of letter formation.

Please remember that reading and writing should be:

interesting and fun

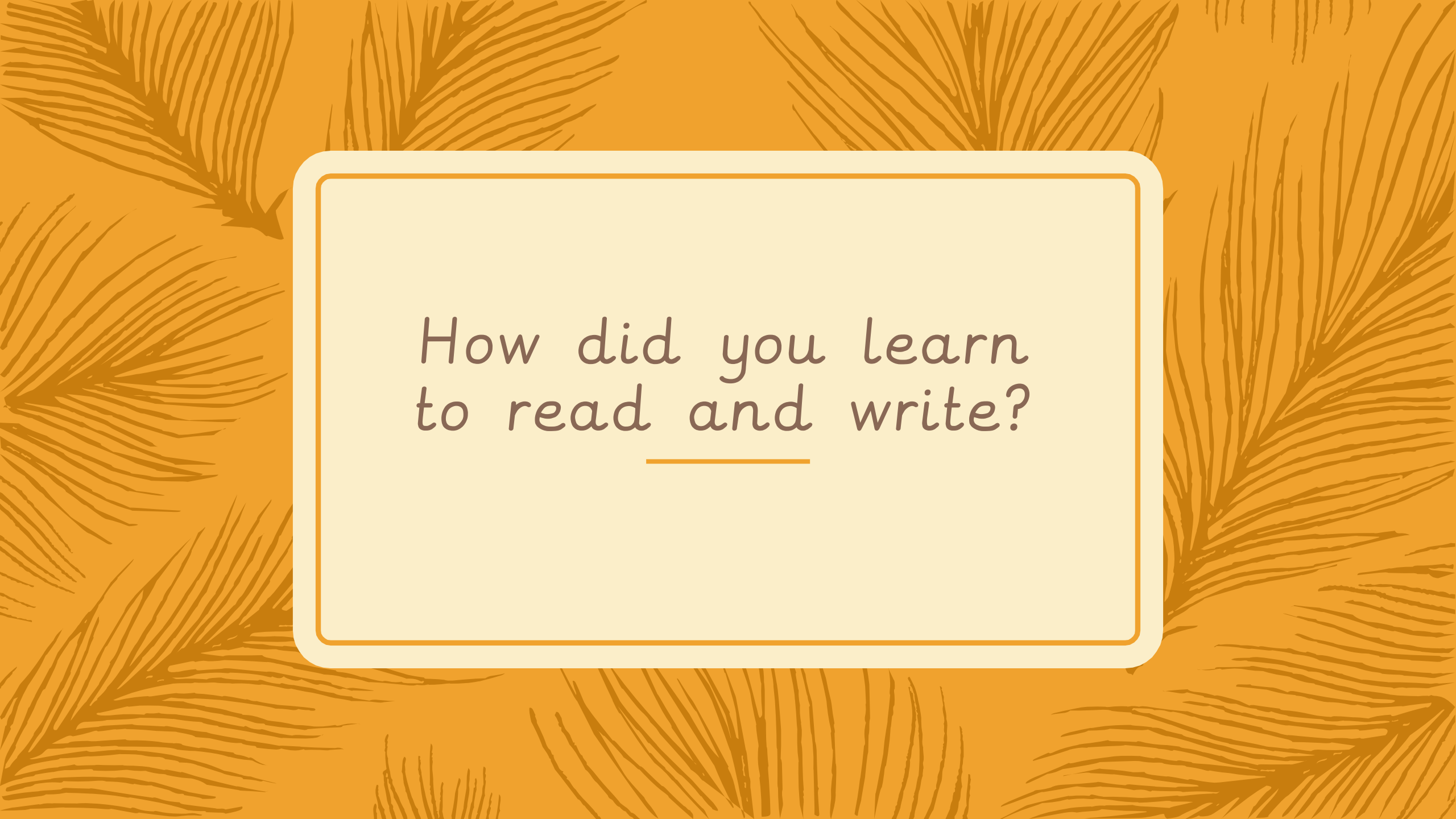
Be a role model...

Reading and writing should not be...



...a bore, a battle or a chore.

All children learn to read and write at a different rate. Do not panic or despair and try not to compare.

The background is a solid orange color with a repeating pattern of stylized palm fronds in a slightly darker shade of orange. In the center, there is a white rounded rectangular box with a thin orange border. Inside this box, the text "How did you learn to read and write?" is written in a dark brown, cursive-style font. A short orange horizontal line is positioned below the word "and".

How did you learn
to read and write?

Where does phonics fit in to the overall picture?

- Signs and symbols in the environment
- sharing books with you, the parent, as the reader
- reading scheme books
- learning memory words (high frequency words)
- enjoying books independently (extending our vocabulary)
- Using the pictures and the context to help make sense of the text



What scheme do we use at Northborough?

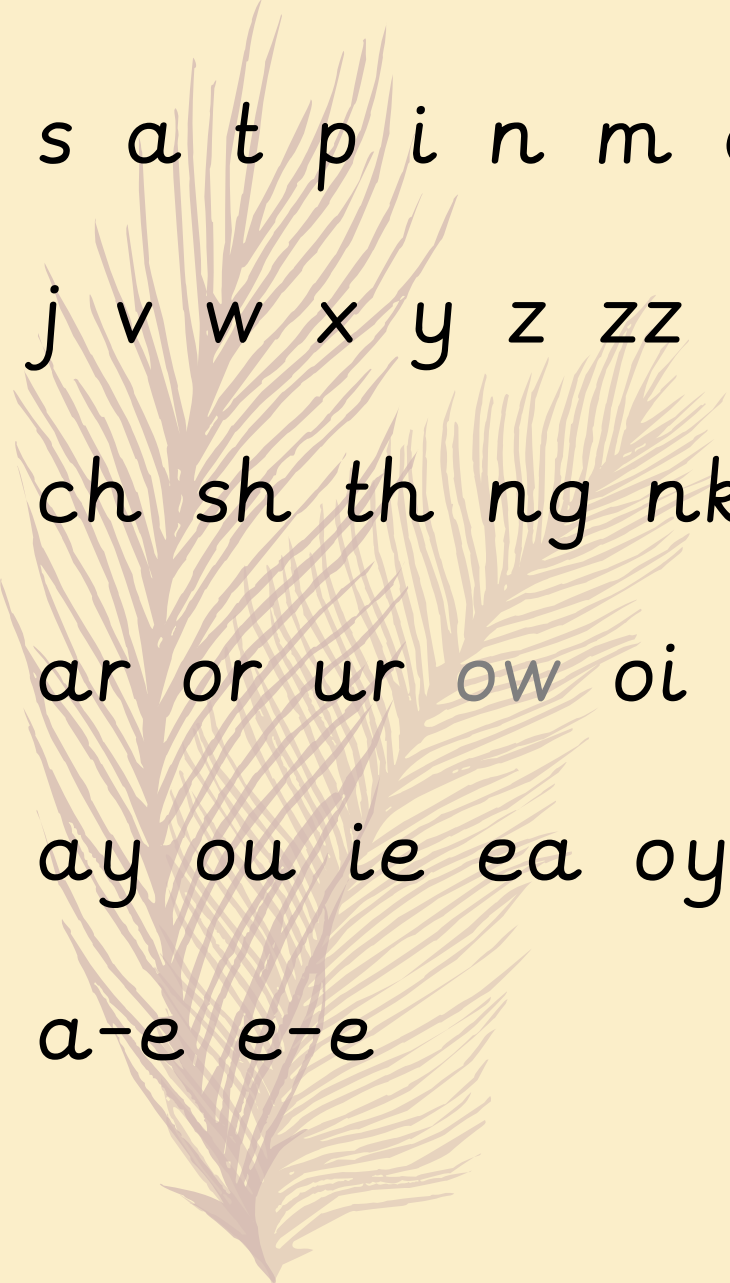
- Letters and Sounds
- Read Write Inc to support letter formation



Pure sounds

- Daily sessions are fast-paced and fun.
- We learn 3 or 4 sounds a week as well as tricky words
- Let's go through some of the pure sounds...





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

j v w x y z zz qu

ch sh th ng nk ai ee igh oa oo

ar or ur ow oi ear air ure er

ay ou ie ea oy ir ue aw

a-e e-e

How does it work?


- Terminology: Phoneme, grapheme, digraph, trigraph, split digraph
- Oral sound blending
- Linking sounds to letters
- Blending for reading
- Segmenting for writing

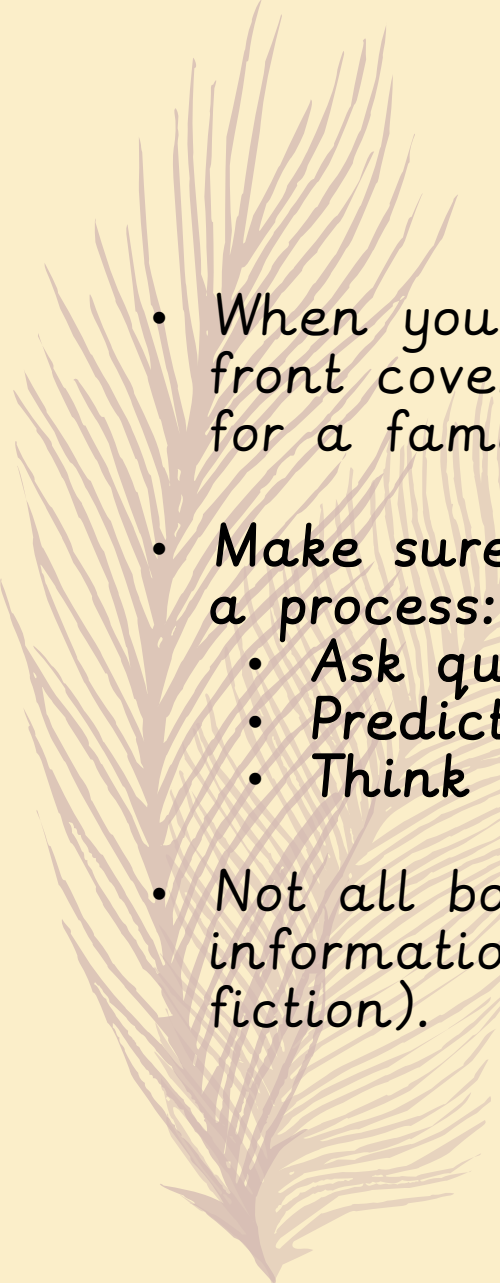
Tricky Words

**There is
always a part
of a tricky
word that is
not tricky.**

- Sometimes called RED words or MEMORY words
- Tricky words cannot be decoded by phonics.
- They just have to be read on sight

the, I, no, go, to
he, she, we, me, my, said

- 
- Try and practise reading or share a book every single day.
 - Go through your sounds and tricky words every day
 - Sound out (Robot talk) and **blend**
 - Read tricky words on sight
 - Read familiar words on sight
 - Fluency will come
 - Actively encourage your child to use the pictures (and initial sound) to make a sensible guess
 - Look at the punctuation. Pause at full stops.
 - Model reading - let your children see you as a reader.
 - Congratulate children when they 'read' a familiar sign like Tesco or MacDonalDs.
 - Apprenticeship Reading - read to your child and they will decode themselves.

- 
- When you choose a book look at the blurb on the back. Look at the front cover. Look for similar books to the ones enjoyed previously. Look for a familiar author.
 - Make sure that they are making sense of the text not just reading it as a process:
 - Ask questions.
 - Predict what might happen on the next page or at the end.
 - Think of an alternative ending.
 - Not all books are stories (fiction). We are learning that we can retrieve information from books and we call these information books (non fiction).

The Early Learning Goal for Reading

- Emerging
- Expected: 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.
- Exceeding: children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic (*meaning of words*) and syntactic (*structure of sentences*) knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

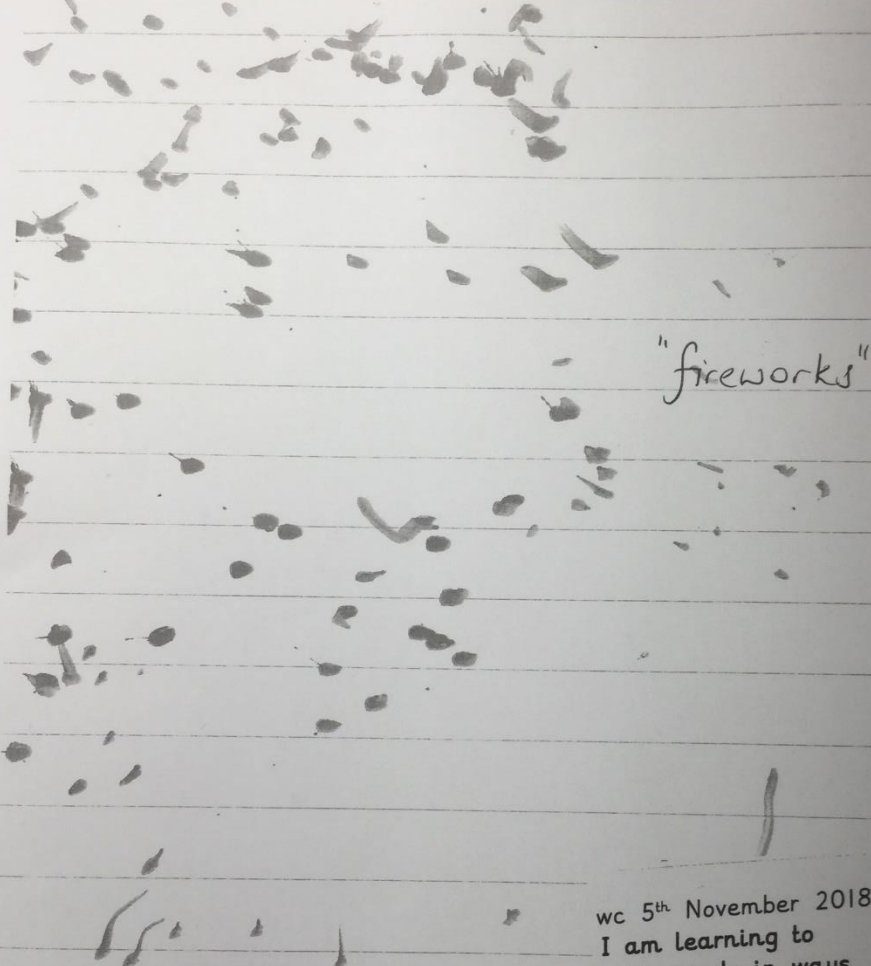
Our evidence must be child initiated - your evidence counts! Please use Tapestry

WRITING

There are lots of processes involved. As one process appears to have been mastered another may be forgotten.

1. Makes marks but doesn't give a meaning
2. Gives meaning to marks
3. Uses recognisable letters in mark-making with no correspondence to sounds
4. Hears the initial sound in a word and represents it with 'a letter'
5. Hears initial sounds in a word and represent it with the corresponding grapheme
6. Hears initial and end sounds in words and represents them with the corresponding letter
7. Hears more phonemes in words - 'segmenting for writing' is the opposite of 'blending for reading'
8. Writes sentences that can be read by themselves and others

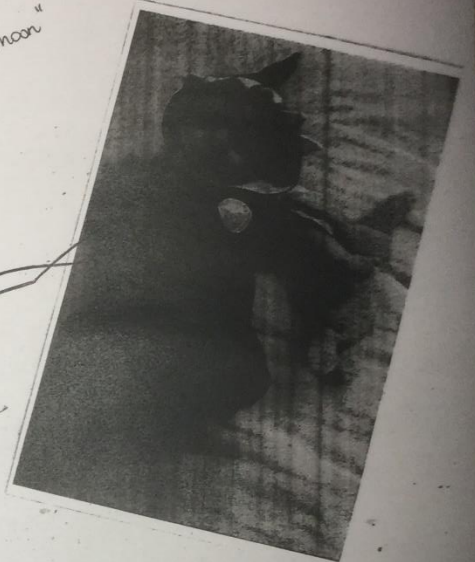
Which stage is your child at?



"fireworks"

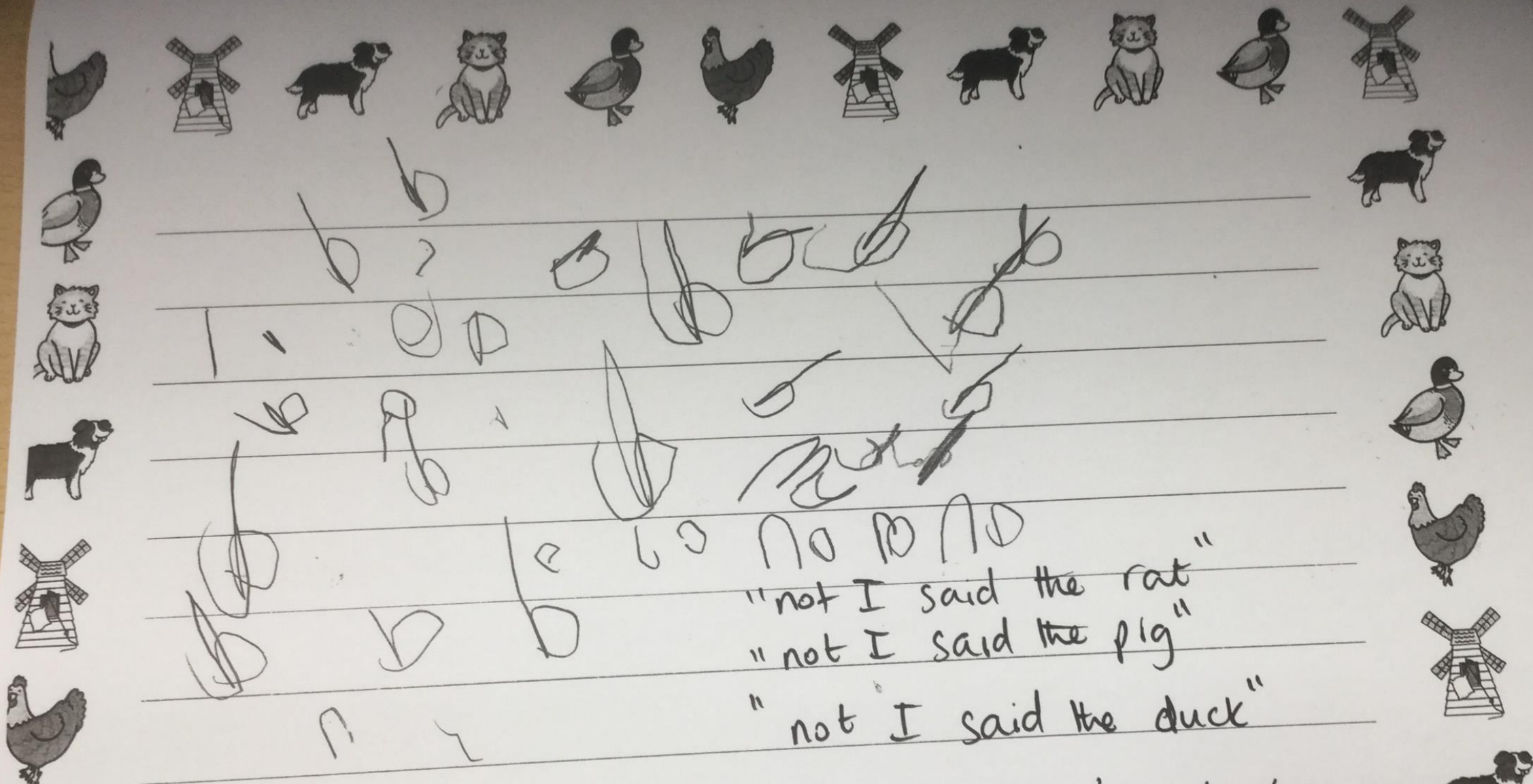
wc 5th November 2018
I am learning to
write words in ways
that match their
spoken sounds.
I hear sounds in
words initial
I match phoneme and
grapheme

"a rocket
up in space" "it's gone on
the moon"



"baby"





Handwritten text on lined paper, including several lines of scribbles and three sentences:

"not I said the rat"
 "not I said the pig"
 "not I said the duck"

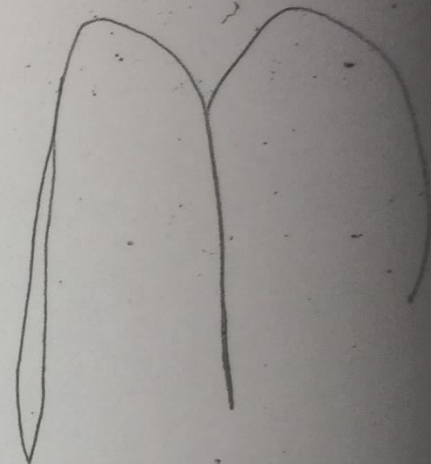


T W

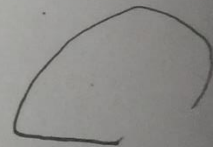
"I was tiny" and I
couldn't walk



"I ate baby food"



"I drank milk"



"I crawled"



Iw etu zetmogh wi m ~~emmet~~ ~~emmet~~ ~~emmet~~

"I went to Drayton Manor with mummy and daddy and Emmet"

Dear Santa,

I've been good this year because...

I always eat my vegetables

I always eat my vegetables



finger prints

S

ce

she ✓
sh had a hand ✓
and a car ✓

he ✓
police are ✓

n I ✓
so ✓

L(W) RLG.



I am spraying the
hose
how 29



Jaws
the Jaws of
life
light



practice tower
Pratiff taw u

18-1-19



Use the correct	Remember finger	Write on the line..	Control the size of my let-	Use a capital letter and a
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I am learning to write a recount.

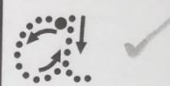
I can generate ideas for writing.

I can write sentences that can be read by me and other people.

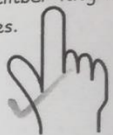
I use some of the features of narrative.

5.6.19

Use the correct letter formation.



Remember finger spaces.



Write on the line..

I can write on the line.

Control the size of my letters.

aaaa

Use a capital letter and a full stop.

A.

I went to - Rutland Water
 We ^{went} ~~was~~ on a ^{catch} ~~catch~~
 We got there. First I went
 to find bugs. And then
 we swept over and I had
 found dirt and I had ^{seen} ~~seen~~
 a magpie and we had lunch.
 I sat next to Leri. After
 lunch we went bird watching
 and then we went to a ^{park} ~~park~~
 Ham. ^{tired} ~~tired~~ then I, we see ^{Trot} ~~Trot~~
 and we went to see the ^{park} ~~park~~.

SPELLING

- Write words in ways that match their spoken sounds
- EXCEPT high frequency words! Eg Love, to, have
- Spelling works like a never ending spiral - revisiting rules and overlaying previous learning
- Try not to get into the habit of spelling everything or writing out for your child to copy. We want our writers to be independent.

But there's more to writing...

A capital letter to show where my sentence begins

correct letter formation

chunking the word - which letter shapes do I need?

A full stop to show where my sentence ends

writing on the line

!

,

?

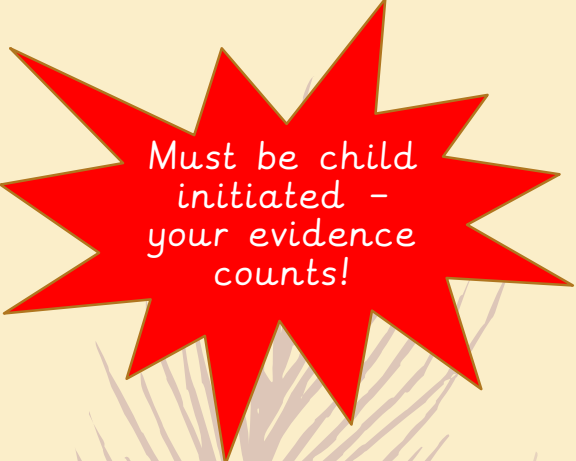
" "

finger spaces

letter formation

tricky words

It's ever so hard!



Must be child
initiated -
your evidence
counts!

The Early Learning Goal for writing

- Emerging
- **Expected:** 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.
- **Exceeding:** Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

- Make VC and CVC words (consonant-vowel-consonant)
- Say the sound
- Make nonsense words and say, "that's nonsense!"
- Change the initial sound and see how the word changes (repeat for middle and end sounds)
- 'So off she went around the house to find something beginning with...'
- **The Family**
 - Learn to read the names on sight

Reading nonsense words is part of the national Phonics Screening test that your children will do in year 1



Floppy

Dad



Mum



Biff



Chip



Kipper

- As we learn new sounds we will add to your sound folder:
 - The patter for the letter formation (get the starting point right!)
 - Some work sheets to practise writing - these do NOT have to be returned to school. They are for you to use as and when and how it suits you and your family.

Talk to us! We have loads of experience and we can support you with the trials and tribulations that are sure to confront you! Use Tapestry to ask questions.



Useful websites:

- www.ruthmiskin.com follow the links to the parent pages
- www.oxfordowl.co.uk loads of fun ideas and interactive books (many of which are free)
- www.phonicsplay.co.uk interactive resources and information (some things are free)
- www.theimaginationtree.com a fantastic blog full of sensory ideas to support your child's development
- www.bbc.co.uk follow links to story time on Cbeebies
- www.mrthorne.com google search eg Mr Thorne Geraldine l

TAPESTRY



- How are you getting on?
- Please share your observations
- We love to read your comments