




EYFS & Year 1

Reading & Writing Workshop

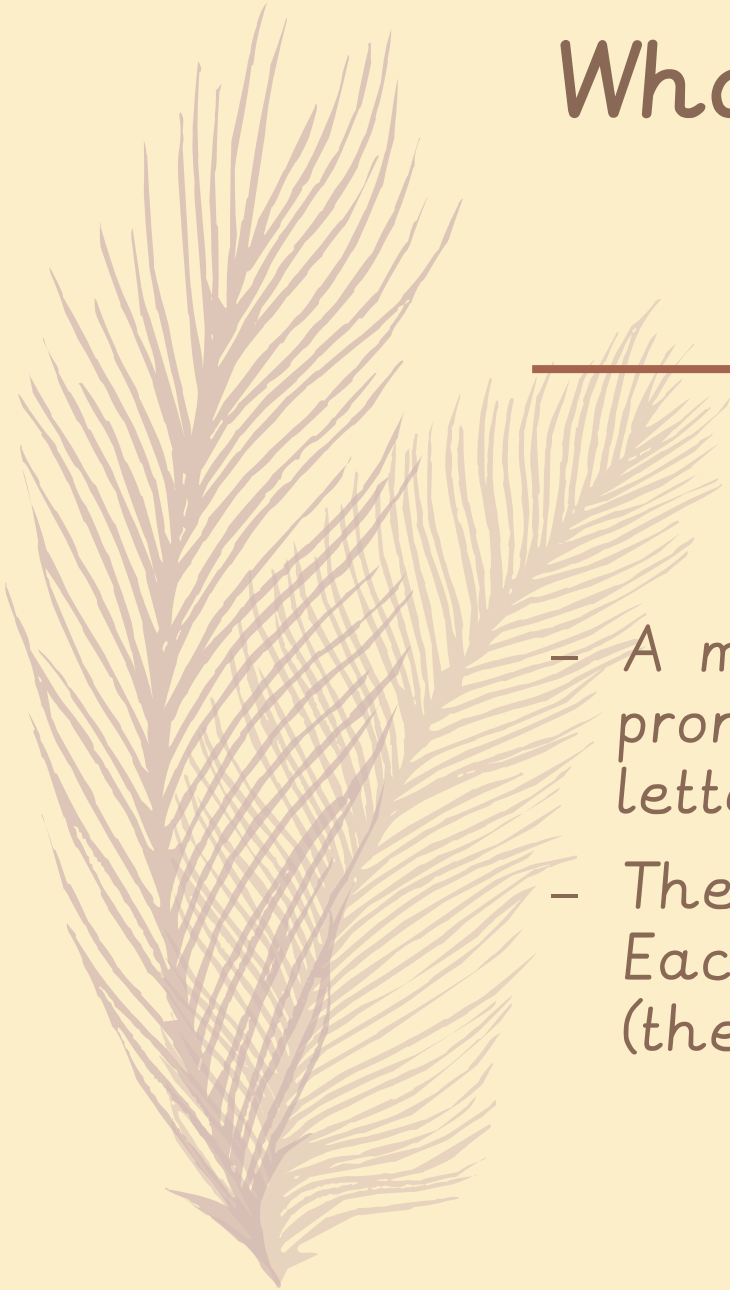
October 2022

What are we going to cover?

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- What is Phonics?
 - What is Essential Letters and Sounds
 - How we teach phonics
 - Getting children ready to read
 - Supporting your child with reading at home
 - Pronouncing pure sounds
 - Using the letter formations and spelling sequence to support writing at home
 - Phonics Screening check

What is Phonics?

- A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.
- There are 44 main sounds in the English language. Each phoneme (sound) is represented by a grapheme (the written representation of a sound).



What is Phonics?

Phoneme: the smallest single identifiable sound in a word. eg in the word *cat* there are 3 phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound eg /sh/ in the word *shop*.

Trigraph: three letters making one sound eg /igh/ in the word *night*.

Split digraph: two vowel letters split by one or more consonants eg /a-e/ in the word *cake*.



What is ELS?

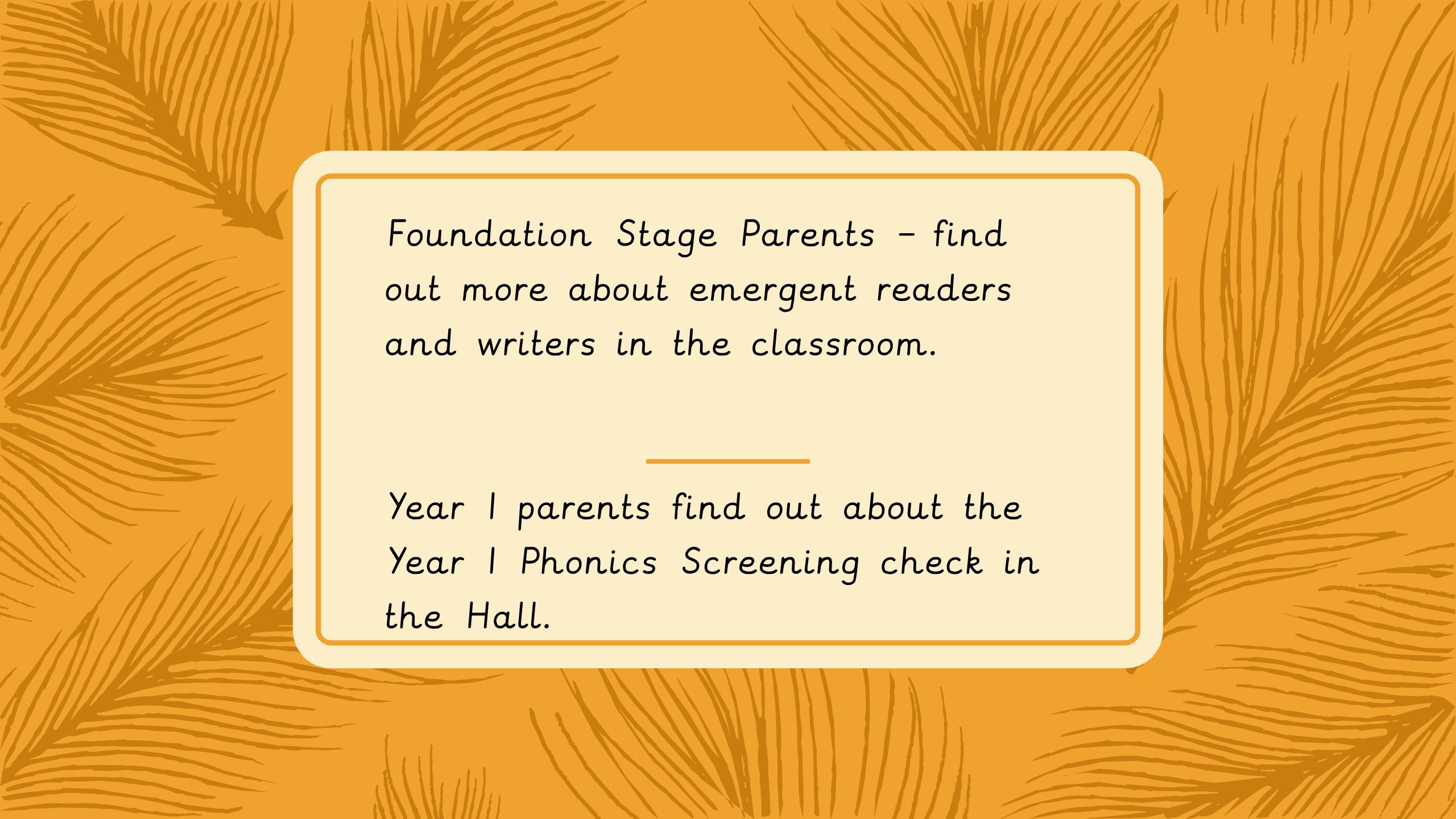
Essential Letters and Sounds (ELS) is our new chosen phonics programme. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (letter shape) within words and using these to read words.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent, independent readers and writers.

What is different & what stays the same!

- One decodable book per week that supports sounds previously taught.
 - Sound patters are all different! Eg Maisie mountain mountain is now meerkat mound mound.
 - Homework - we don't need this to come back to school.
 - Harder to read words used to be called *tricky words*
-

Our aim is still the same...we want your children to learn to read and write!

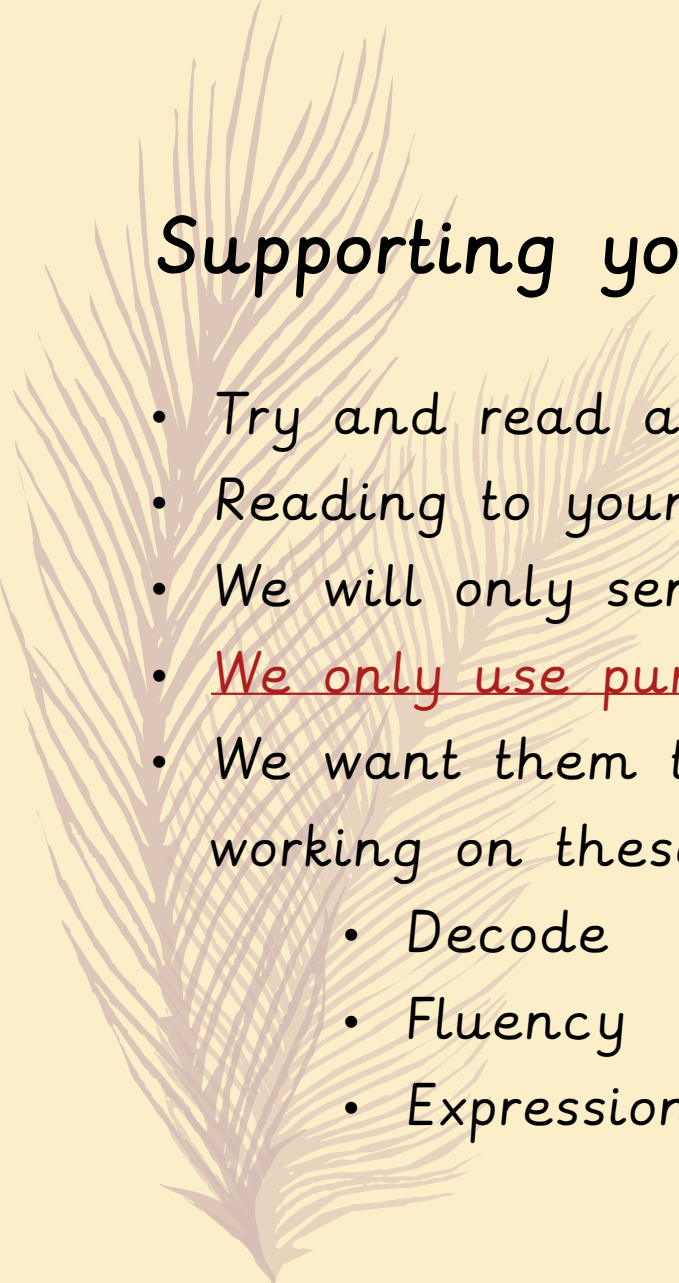


Foundation Stage Parents – find out more about emergent readers and writers in the classroom.

Year 1 parents find out about the Year 1 Phonics Screening check in the Hall.

How do we teach phonics?

- Daily phonics sessions have started
- Phonics throughout the day to review new phonemes and graphemes taught
- Lots of opportunities for oral sound blending c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson
- Opportunities for writing - new graphemes, words and sentences



Supporting your child with reading at home:

- Try and read a bedtime story every night
- Reading to your child *will* improve their outcomes
- We will only send home entirely decodable books
- We only use pure sounds when decoding (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:
 - Decode
 - Fluency
 - Expression

Supporting your child with reading at home:

- 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).
- Your child will change the library book every Friday – this will not be decodable.




Harder to Read Words & Homework

- 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

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


The **NEW** Early Learning Goal for Word Reading



Our evidence
must be child
initiated –
your evidence
counts!

-
- **Emerging**
 - Children at the **expected** level will:
 - 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 words
 - **Exceeding** – **THERE IS NO EXCEEDING LEVEL ANYMORE**

The **NEW** Early Learning Goal for Comprehension



Our evidence
must be child
initiated –
your evidence
counts!

-
- **Emerging**
 - Children at the **expected** level will:
 - 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
 - **Exceeding** – **THERE IS NO EXCEEDING LEVEL ANYMORE**

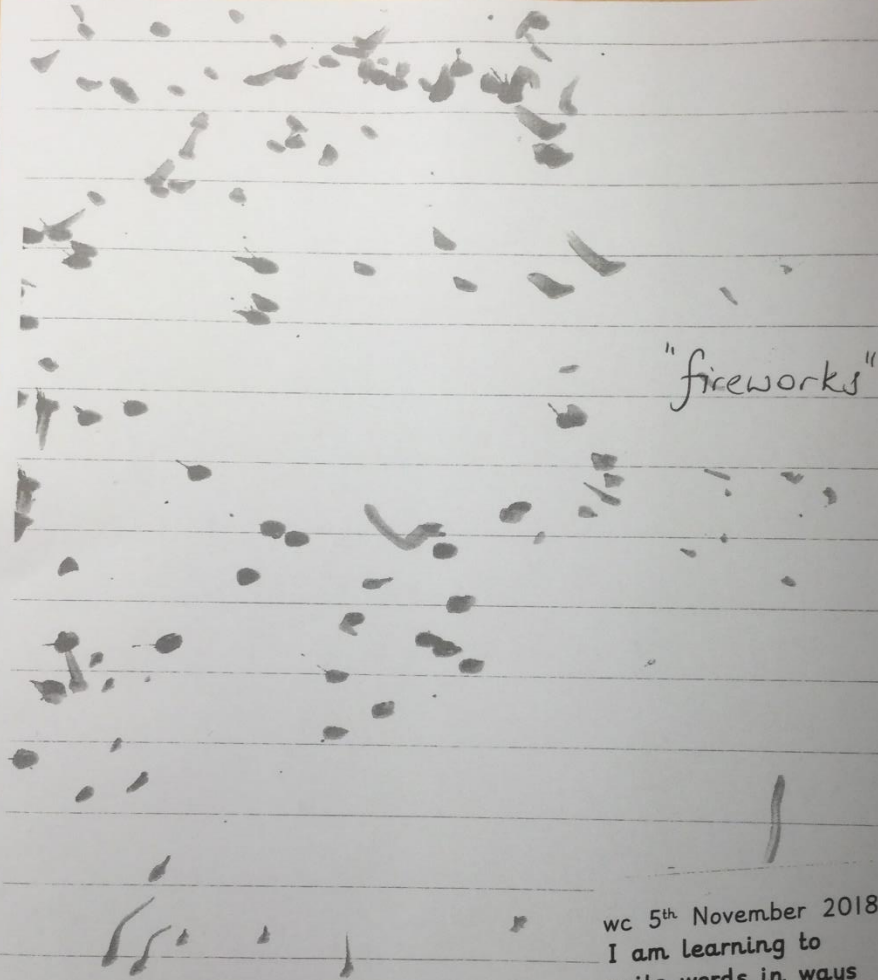
Writing...



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

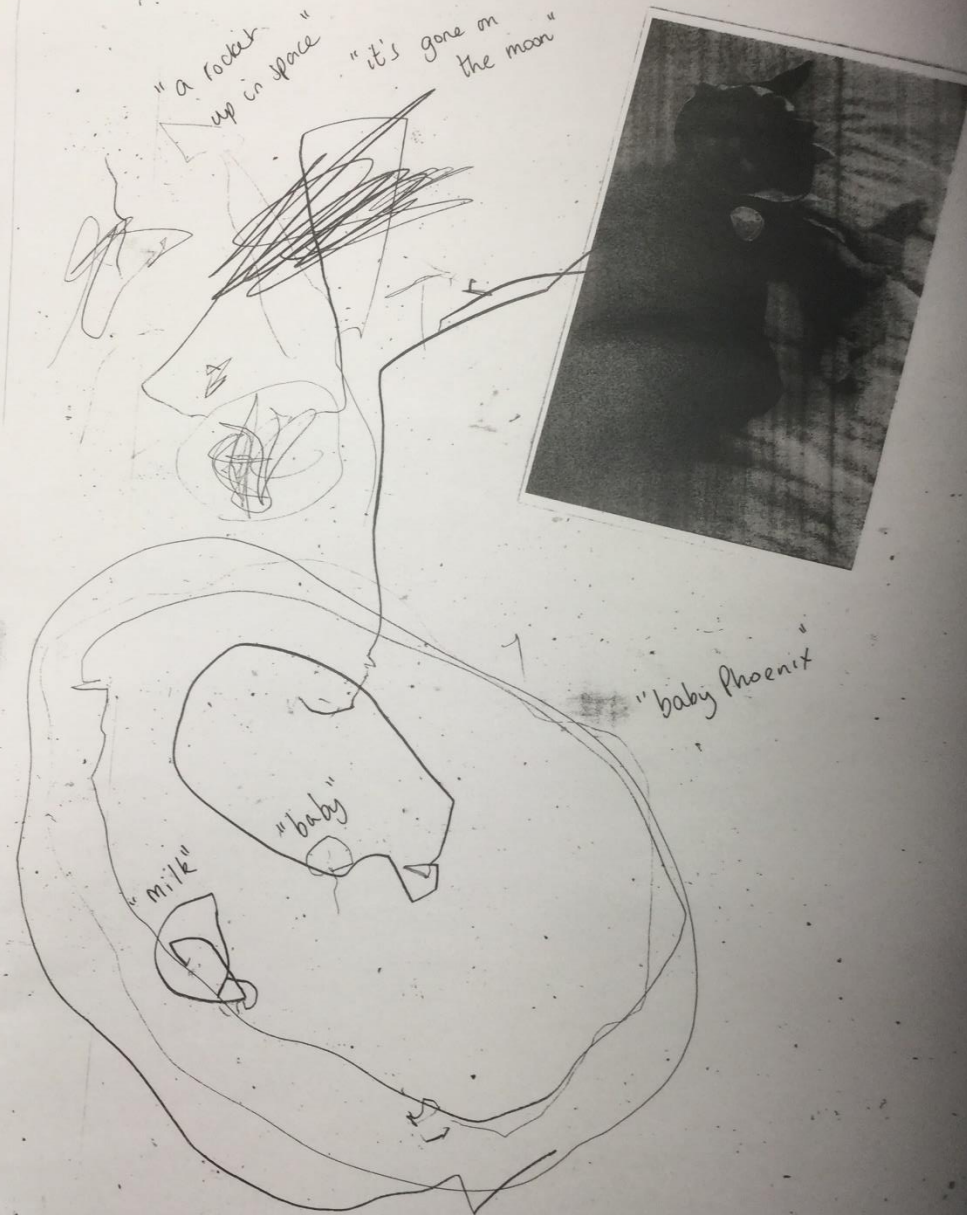
Which
stage is
your
child at?

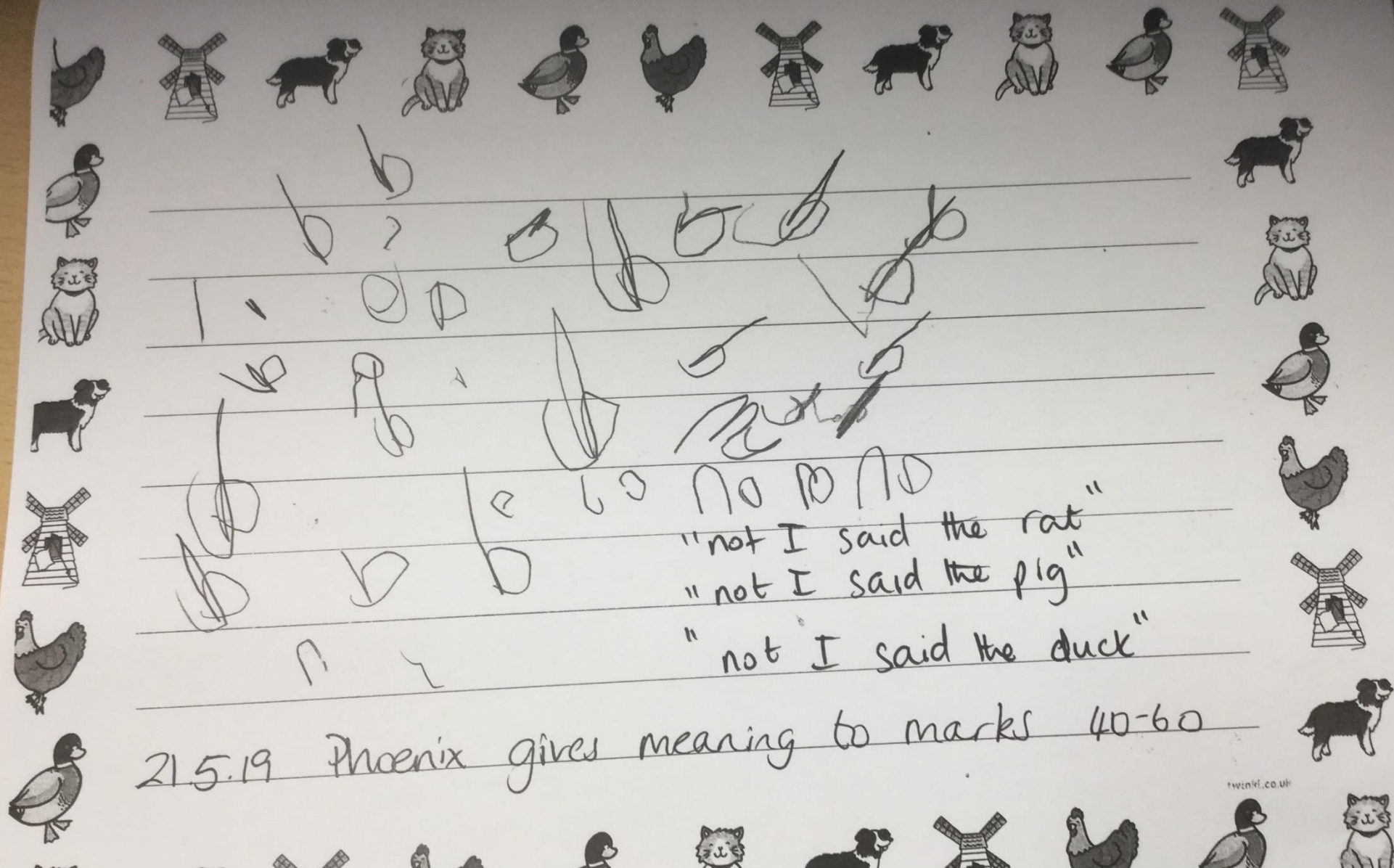
1. Makes marks but doesn't give a meaning
2. Gives meaning to marks
3. Uses recognisable letters in mark-making
4. Hears the initial sound in a word and represents it with 'a letter'
5. Hears initial sounds in a word and represent it with the corresponding letter
6. Hears initial and end sounds in words and represents them with the corresponding letter
7. Hears more sounds in words - 'segmenting for writing' is the opposite of 'blending for reading'



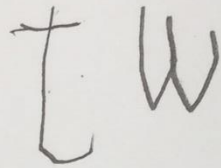
"fireworks"

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





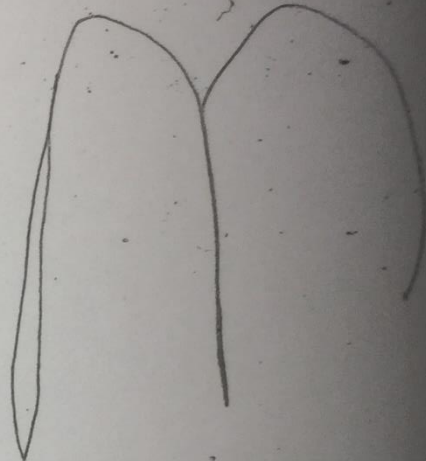
21.5.19 Phoenix gives meaning to marks 40-60



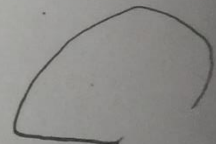
"I was tiny" and I
couldn't walk



"I ate baby food"



"I drank milk"



"I crawled"

Dear Santa,

I've been good this year because...

IOLWPEs pet my Veldbz

I always eat my vegetables

finger spruce

S

ce

she ✓

Sh h a d a h a n c u f s ✓

and ✓ a c m a r a ✓

he

po le e c e a a r e ✓

n I s. ✓

L(W) ELG.



I am spraying the
hose how 23



Jaws
the Jowl of
life
light



practice tower
Pratiff taww

18-1-19



Use the correct

Remember finger

Write on the line..

Control the
size of my let-

Use a capital
letter and a

I am learning to write a recount.

I can generate ideas for writing.

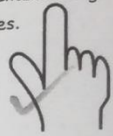
I can write sentences that can be read by me and other people.

I use some of the features of narrative.

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.

5.6.19

I went to Atland water.
We went on a catch.
We got thair. First I went
to find bugs. And then
we swept over and I was
find ditta and I was
hungry and we had lunch.
I sat next to Leri. After
lunch we went bird watching
and then we went a garden.
Hani did then I was tired.
and we went to sleep.

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

tricky words

letter formation

It's ever so hard!

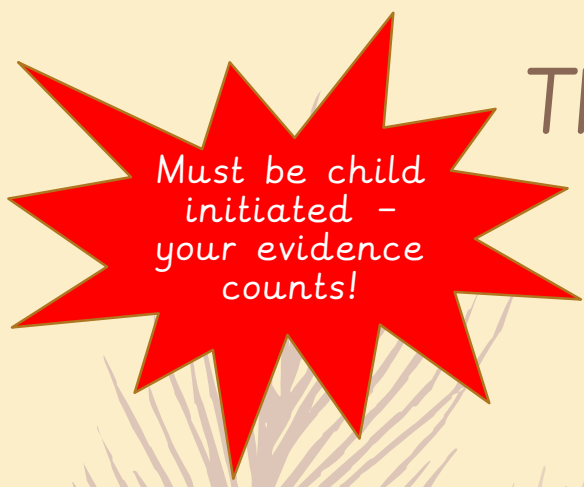
!

,

?

" "

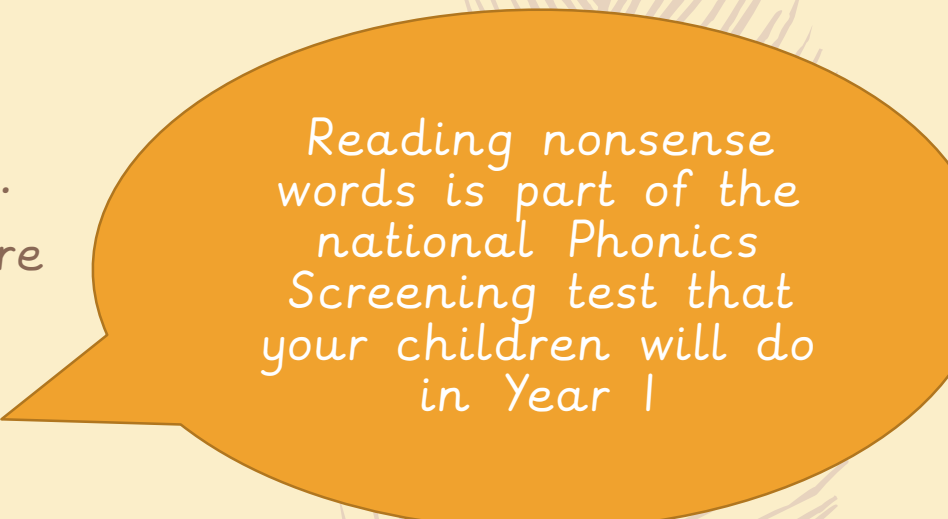
finger spaces



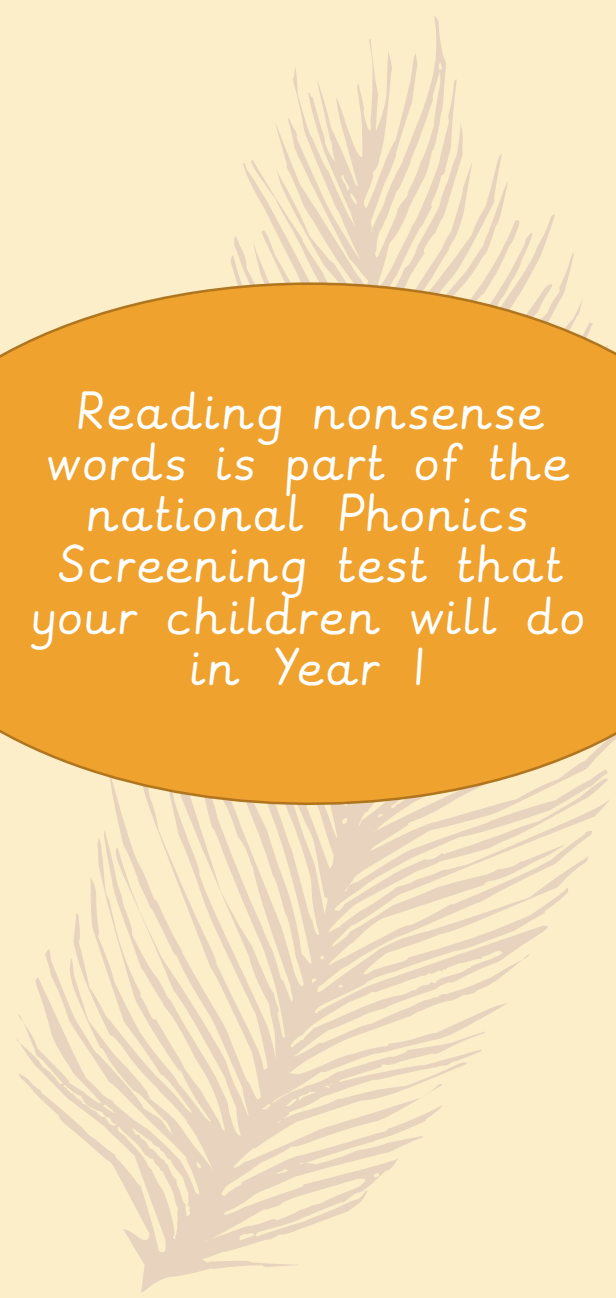
The **New** Early Learning Goal for **Writing**

- **Emerging**
- Children at the **expected** level will:
 - 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
- **Exceeding - THERE IS NO EXCEEDING LEVEL ANYMORE**

- Sound wallet with the sounds learnt so far. Keep it in the book bag so that we can add to it.
- Make VC and CVC words (consonant-vowel-consonant)
- Say the sound and your child finds the grapheme. Point to the grapheme and your child says the pure 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...'



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





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) plus ELS resources
- www.phonicsplay.co.uk interactive resources and information (some things are free)
- www.bbc.co.uk follow links to story time on Cbeebies
- www.mrthorne.com google search eg Mr Thorne Geraldine l

TAPESTRY & Class Dojo

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

