

Welcome to Valley Primary School EYFS Literacy Workshop.

Care ~ Learn ~ Aim High

Be honest ~ Work together

Enjoy what we do

Look after what we have

Improve on our previous best

What this session is about...

- Giving you an outline of what we do at Valley Primary School in the EYFS in Literacy.
- Unpicking the world of phonics, early reading and early writing.
- Giving you an opportunity to explore and ask questions.
- Sharing some suggestions about how you could support your child at home.

The Curriculum

Early Learning Goal Reading

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.

Early Learning Goal Writing

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.

A vibrant, stylized illustration of a globe centered on the Earth. The globe is surrounded by a large circle of diverse children from various ethnicities and cultures, all holding hands in a circle. The children are depicted in various poses, some standing, some sitting, and some holding hands. The background is a deep blue space filled with white and yellow stars. The text "Partnership School & Home" is overlaid on the globe in a large, bold, black serif font.

**Partnership
School &
Home**

Speaking and Listening (Communication and Language)



**Developing attention
and concentration**



**Sharing and
explaining ideas**



**Responding to others
and asking questions**



Enhancing vocabulary



**Following
Instructions**



**Telling stories and
imaginative play**



Talk Time



At home...

What is Talk Time?

We will be focusing a lot on developing vocabulary and language skills in school and we may offer suggestions for you to do the same at home. We will sometimes use a book, picture or scenario as a focus to sit in small groups and just talk.

Phonics

What is phonics?

Phonics is a way of teaching reading and writing. Children are taught to read words by saying the sounds that the letters represent in order. Children can then blend the sounds together to make a word. They are also taught to segment the sounds in the words to write them.

Why use phonics?

- The *Rose Report* (2006)
- Systematic approach to synthetic phonics is **producing very good results for reading and writing.**
- Year 1 Phonics Screening.

Phonics

The phonemes are taught in this order:
(From the Government publication *Letters and Sounds*)

Phase 2:

1. s, a, t, p

2. i, n, m, d

3. g, o, c, k

4. ck, e, u, r

5. h, b, f, ff, l, ll, ss

Phase 3:

- j, v, w, x, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo
- ar, or, ur, ow, oi, ear, air, ure, er

Phonics

- **blend** (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- **cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **digraph** — two letters making one sound, e.g. sh, ch, th, ph.
- **vowel digraphs** comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- **split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- **grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
- **mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- **phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **segment** (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

Phonics

- The children are taught to say the sound, recognise the letter and write the letter that makes that sound. They also learn the letter name and the alphabet.
- We pronounce the sound only, without adding an 'uuh' (schwa). This helps the children to blend.
- Eventually the children begin to recognise words and read them by sight without using their sounds.

<https://www.bing.com/videos/search?q=ruth+miskin+phonics&&view=detail&mid=6211629D042ADB3F63846211629D042ADB3F6384&FORM=VRDGAR>



Phonics

Your turn, Can you use the sounds to read these words:

- cat c-a-t
- dog d-o-g
- fish f-i-sh
- the ?

Phonics

Some high-frequency words are irregular, or 'tricky words' as they have letters which are not pronounced with their usual sound, for example:

the my was he

These are the words in the Letters and Sounds Book in children's home learning wallets and should be learnt by sight. We have also included other high-frequency words in these lists to enable your children to move towards becoming fluid readers.

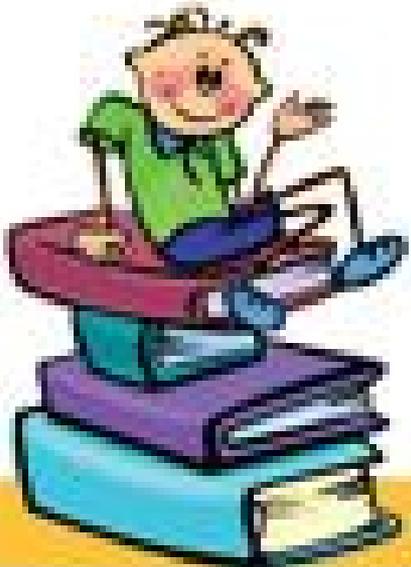
Phonics Activities



Reading

In the classroom...

- Whole class phonics input following *Letters and Sounds*.
- Whole class shared reading and story times.
- Grouped guided reading.
- Inviting reading areas, inside and out.
- Phonics games and activities as part of our daily provision, both indoor and out.
- Other areas, for example role play are designed to include reading and opportunities.
- D.E.A.R.



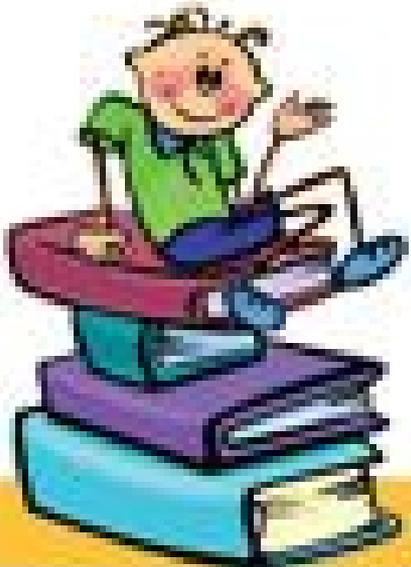
D.E.A.R

- D.E.A.R stands for Drop Everything And Read.
- At least once a half term on a Friday morning at 9am, you are invited into the classroom to read with your child and others.
- There is a crèche and other adult family members, such as grandparents are welcome too!



Reading

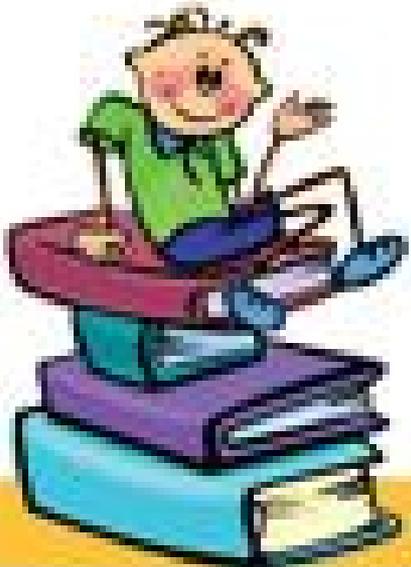
- At home...**
- Choose a quiet time when children are focussed and ready.
 - Make reading enjoyable – read a range of materials, even when out!
 - Read it together, encourage them to use their sounds and key words.
 - Talk about stories and develop their language.
 - Praise them.
 - Be a role model!



Reading

Home-School Contact

- Reading Response books
- Letters and Sounds Books
- Free choice books



Writing

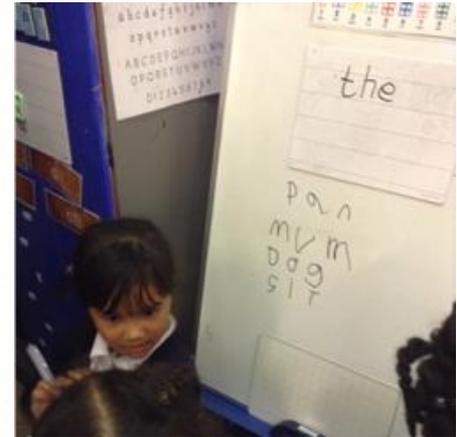
What early writers do



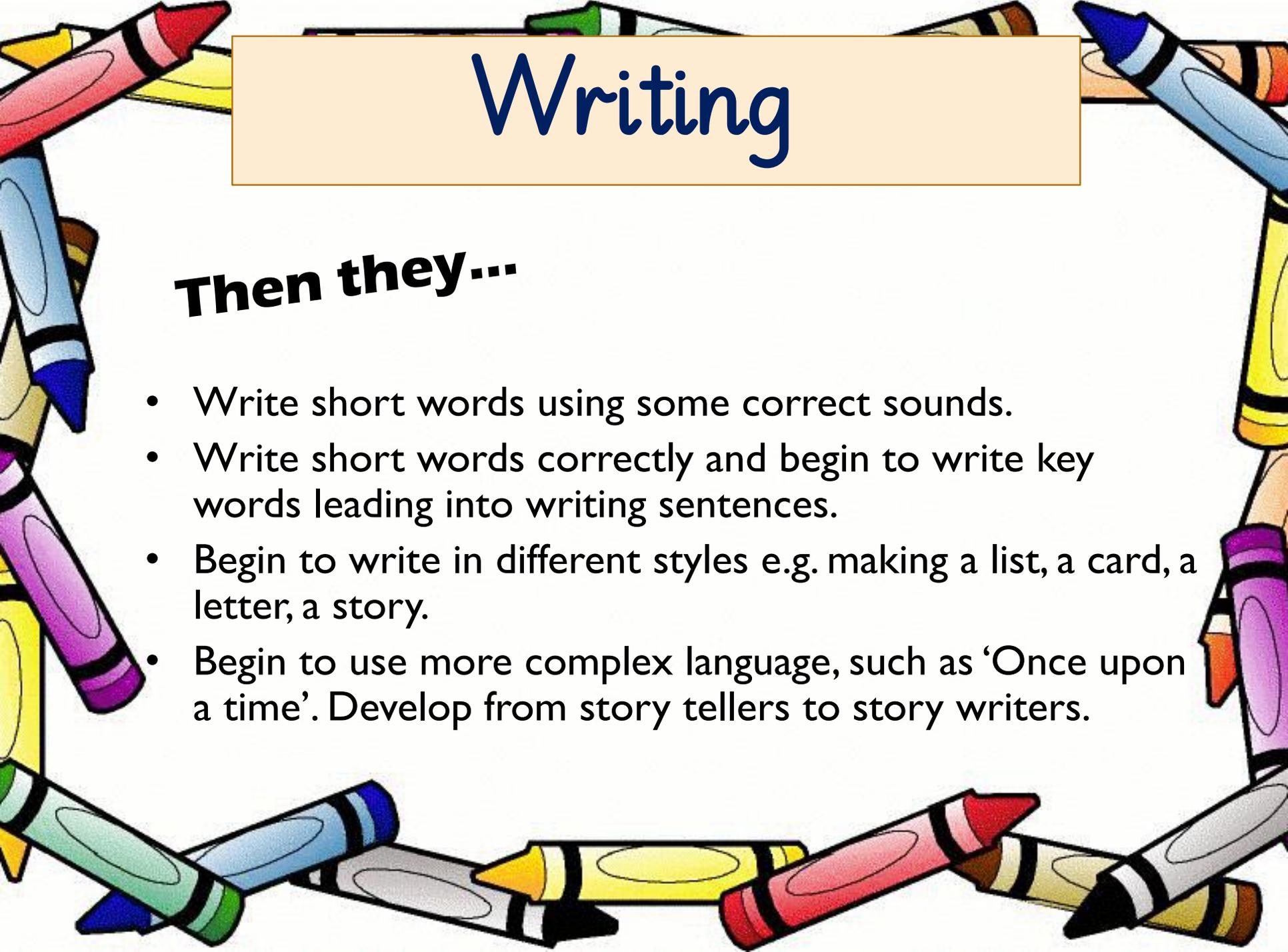
Mimic writing by mark making.



Begin to form letters and write their name and initial sounds.



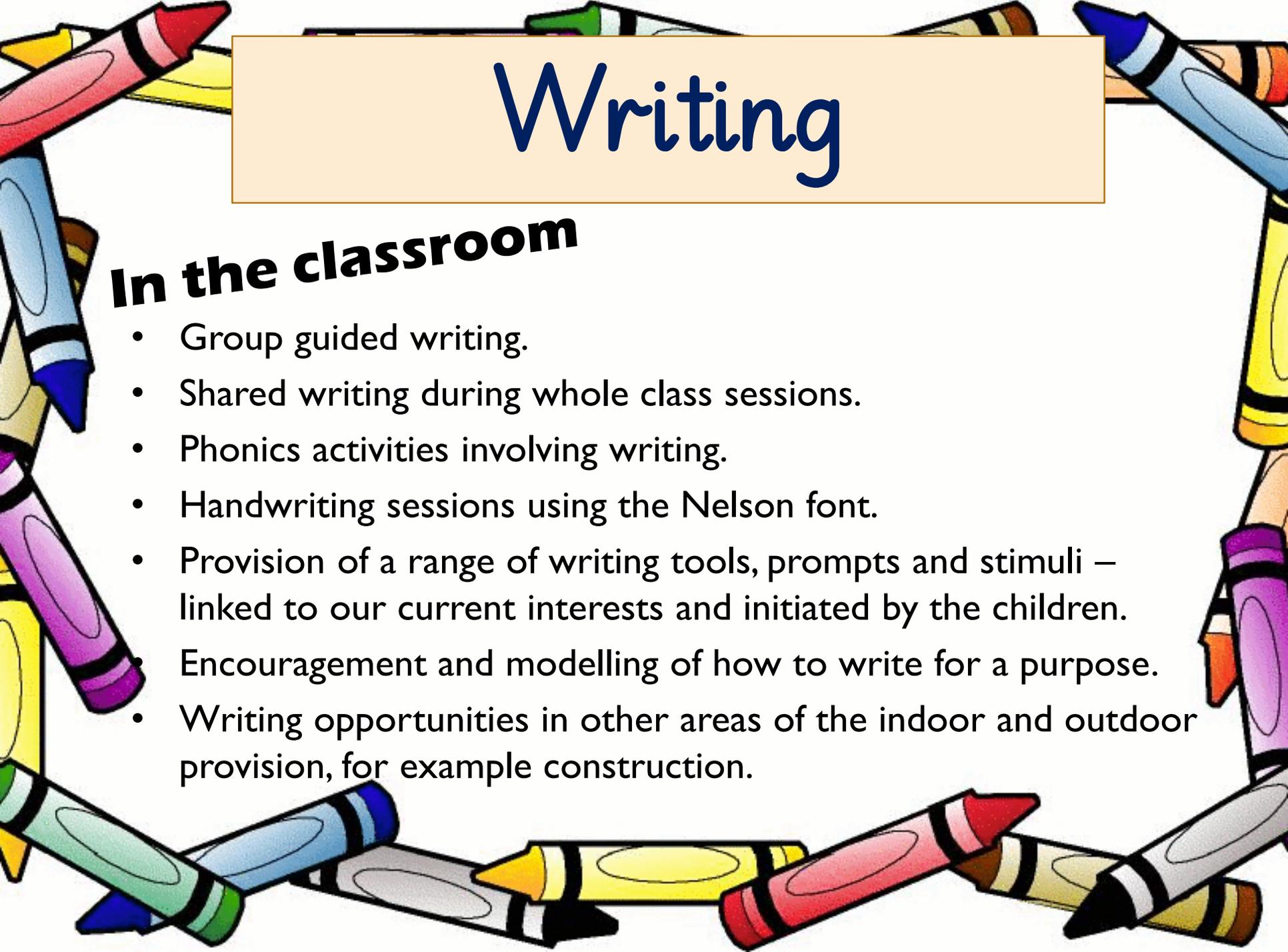
Write familiar words.



Writing

Then they...

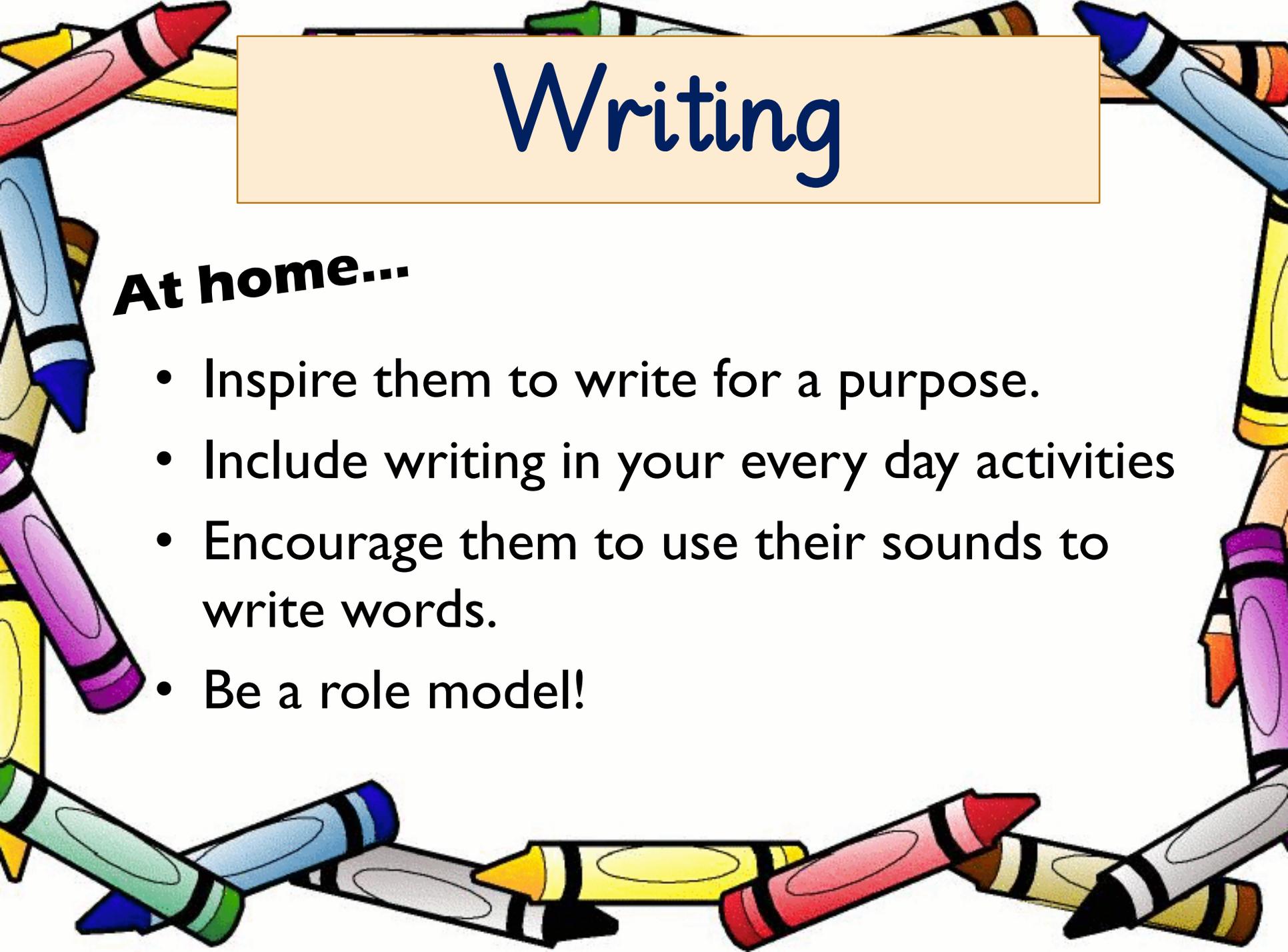
- Write short words using some correct sounds.
- Write short words correctly and begin to write key words leading into writing sentences.
- Begin to write in different styles e.g. making a list, a card, a letter, a story.
- Begin to use more complex language, such as 'Once upon a time'. Develop from story tellers to story writers.



Writing

In the classroom

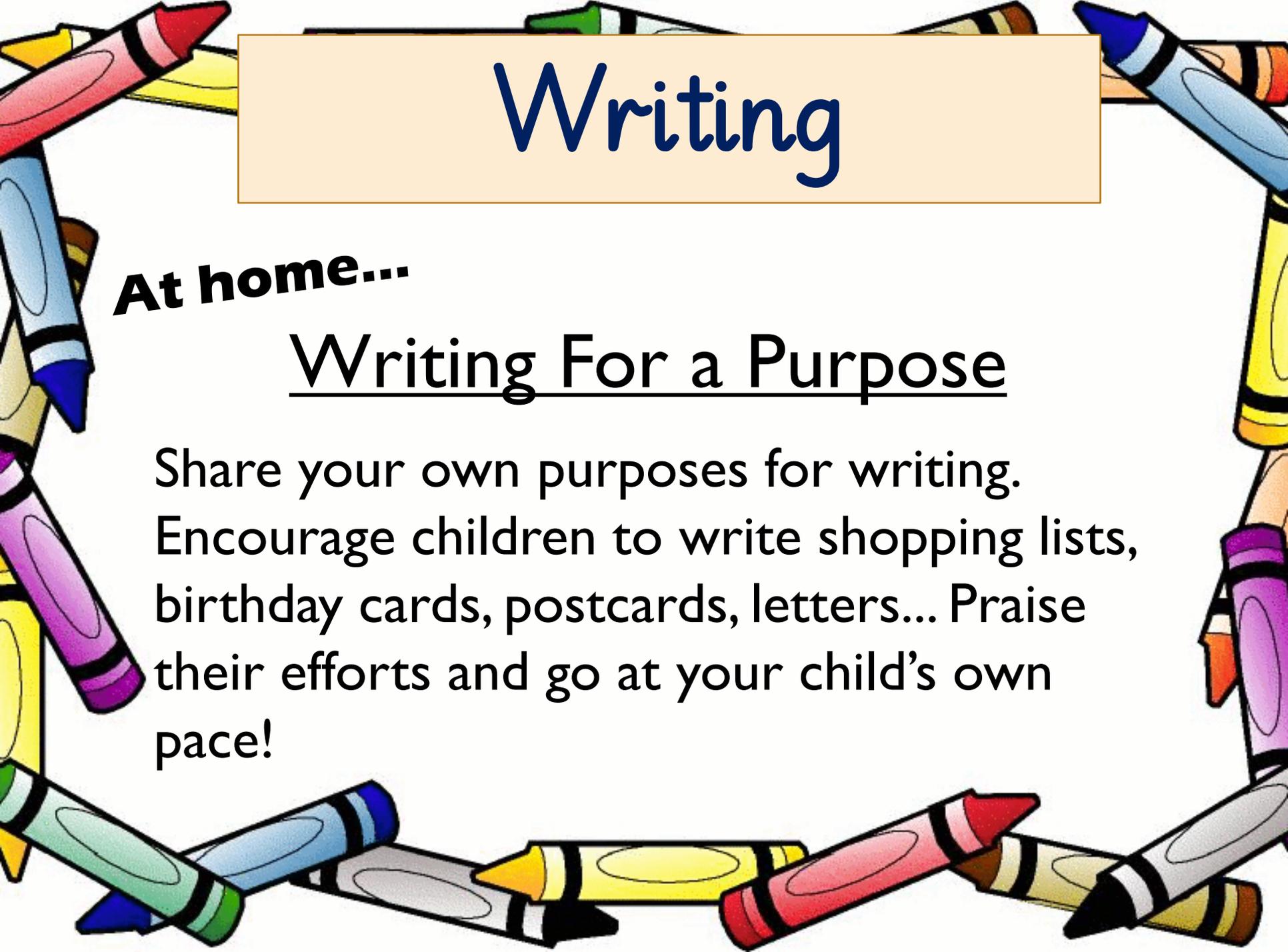
- Group guided writing.
- Shared writing during whole class sessions.
- Phonics activities involving writing.
- Handwriting sessions using the Nelson font.
- Provision of a range of writing tools, prompts and stimuli – linked to our current interests and initiated by the children.
- Encouragement and modelling of how to write for a purpose.
- Writing opportunities in other areas of the indoor and outdoor provision, for example construction.



Writing

At home...

- Inspire them to write for a purpose.
- Include writing in your every day activities
- Encourage them to use their sounds to write words.
- Be a role model!



Writing

At home...

Writing For a Purpose

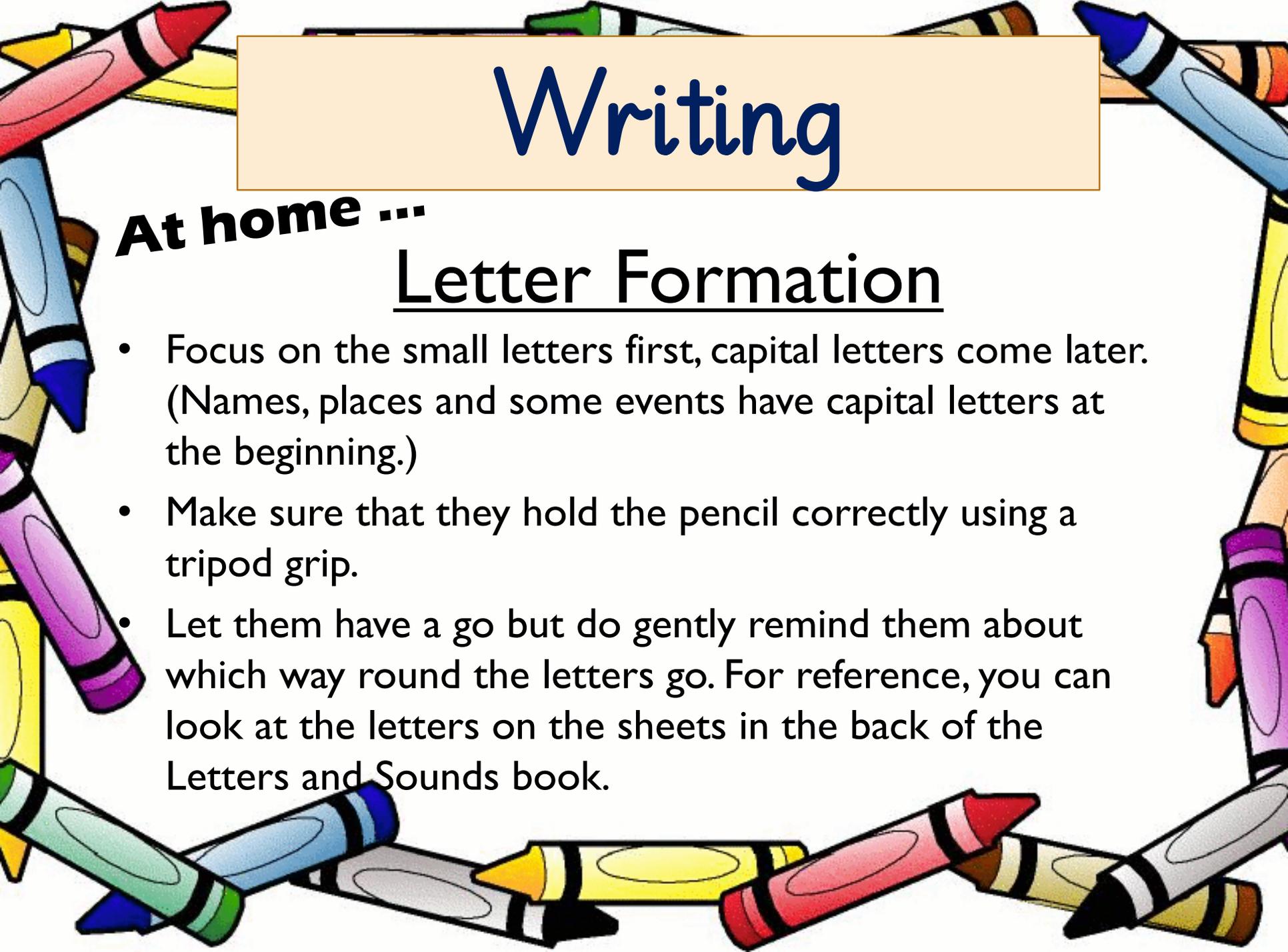
Share your own purposes for writing. Encourage children to write shopping lists, birthday cards, postcards, letters... Praise their efforts and go at your child's own pace!

Writing

Fine Motor Skills

All fine motor activities are great for learning pencil grip and control.





Writing

At home ...

Letter Formation

- Focus on the small letters first, capital letters come later. (Names, places and some events have capital letters at the beginning.)
- Make sure that they hold the pencil correctly using a tripod grip.
- Let them have a go but do gently remind them about which way round the letters go. For reference, you can look at the letters on the sheets in the back of the Letters and Sounds book.

Useful links

www.oxfordowl.co.uk/reading-owl/find-a-book

www.phonicsplay.co.uk

www.starfall.com

www.bbc.co.uk/schools/wordsandpictures/

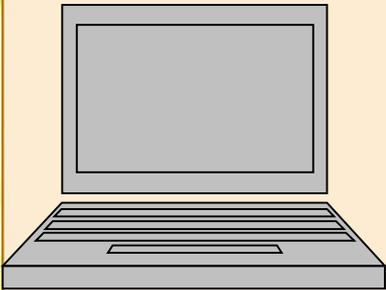
www.busythings.co.uk/

www.letters-and-sounds.co.uk

www.ictgames.com

Letters and sounds pronunciation video:

www.youtube.com/watch?v=BqhXUW_v-Is



SO ... DO YOU HAVE ANY
QUESTIONS FOR ME?

