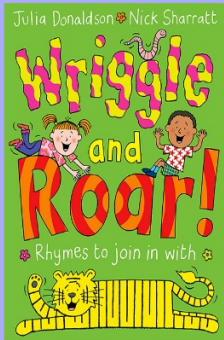


# Welcome to our Literacy workshop

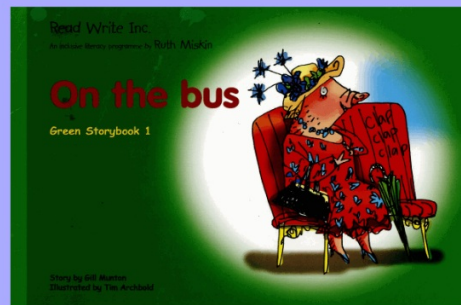


Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											



## Outcomes of session

- To understand aspects of what your children learn
- How your children learn
- Strategies/approaches to support your children at home

## Literacy- Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### ELG: Comprehension

- 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.

### ELG: Word Reading

- 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.

### ELG: Writing

- 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.



#### Areas of Learning and Development outcomes for Curwen

In line with our Curwen Core skills, the children by the end of Early Years are working towards becoming holistic and enthusiastic learners ready for the next stage of their learning. Through the areas of learning and development Curwen EY's will ensure the children have a range of experiences and opportunities to achieve these. These are Curwen's Early Years outcomes:

##### Communication and Language

- To be able to express myself and talk in full sentences
- To hold a conversation with others and be able to follow instructions
- To listen with interest for longer periods of time
- To engage and have a go at a range of activities



##### Personal, Social and Emotional Development

- To be able to manage my basic hygiene and know the importance of this
- To build my self-confidence and know that I am special
- To understand and share my feelings and emotions
- To build special relationships and respect others



##### Physical Development

- To explore and navigate the environment around me
- To be safe in a range of environments
- To be able to manipulate small tools effectively
- To be able to move my body in a range of ways



##### Literacy

- To have a love of reading, to know my favourite book and why
- To show resilience and confidence in reading out loud and writing for meaning
- To be a reflective learner and ask questions about new language
- To enjoy listening to stories, non-fiction, rhymes and poems



##### Mathematics

- To show resilience and confidence with numbers
- To make links and recognise patterns
- To develop reasoning and problem solving skills
- To work as a group, individually and/or in pairs to support my understanding



##### Understanding the World

- To develop a sense of belonging and understand others in a range of experiences
- To respect the world around me and begin to know how I can look after it
- To be able to ask questions about people, cultures and communities
- To become a good citizen



##### Expressive Arts and Design

- To be confident, creative and expressive
- To build and use my imagination in what I enjoy doing and new experiences
- To perform a range of songs and stories I enjoy
- To use new vocabulary in my narrative



#### Literacy

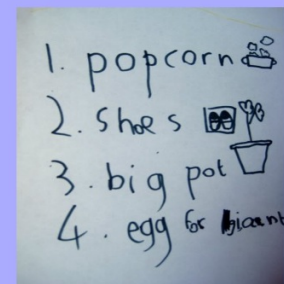
- To have a love of reading, to know my favourite book and why
- To show resilience and confidence in reading out loud and writing for meaning
- To be a reflective learner and ask questions about new language
- To enjoy listening to stories, non-fiction, rhymes and poems

#### Mathematics

- To show resilience and confidence with numbers
- To make links and recognise patterns
- To develop reasoning and problem solving skills
- To work as a group, individually and/or in pairs to support my understanding

## Literacy in Reception

- daily adult focus lessons in the mornings
- daily phonics sessions
- daily reading time lessons
- independent reading and writing activities
- weekly homework
- cross curricular learning in forest school, P.E and independent learning(free flow)
- using stories to support vocabulary, comprehension and word reading



# Set 1 sounds

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

# Set 2 sounds

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

green words

sh-o-p

s-a-t

f-r-o-g

at

mad

sad

dad

sat

mat

red words

said

the

come



Some words can not be sounded out

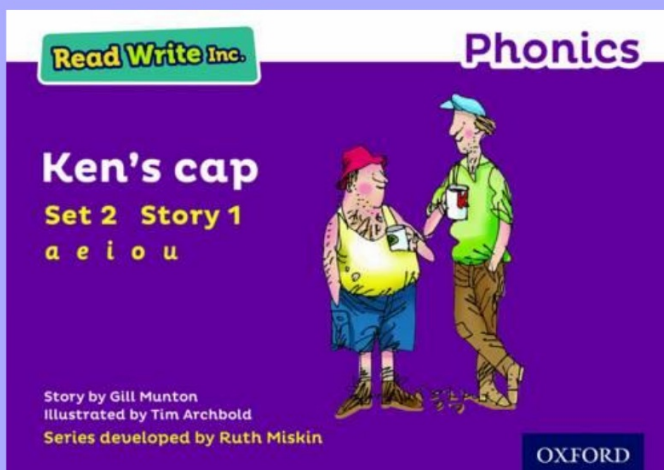
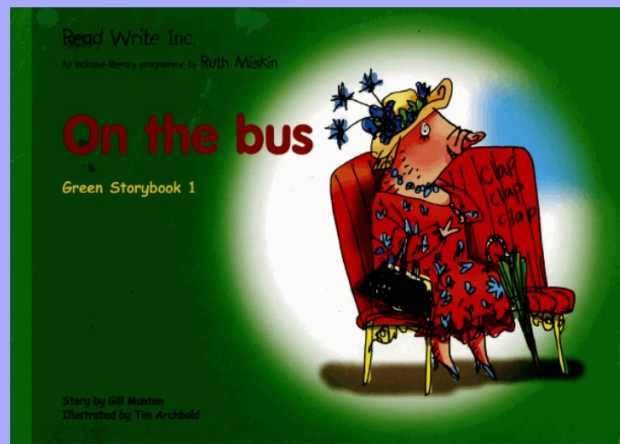
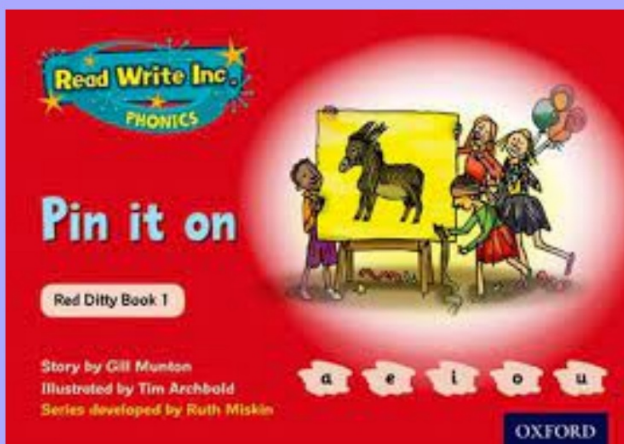
# Strategies to support with reading: segmenting/ blending

For example:

Sam sat on **the** long mat.

Sam sat on **the** long mat with Pat.

Whizz **was** running in the park.



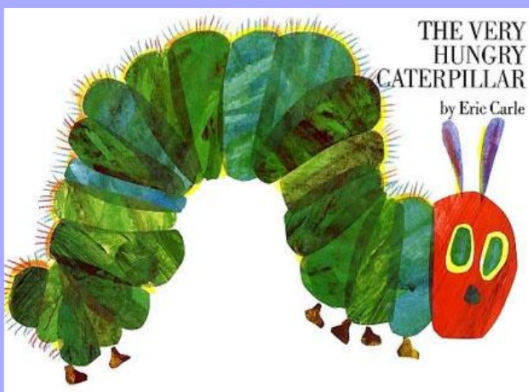
Your child will move through a range of these books in this scheme throughout Reception and Year 1.



# Reading Skills

Understanding		
Skills	Definition/what this means	What this might look like / questions
Finding (literal)	Quickly scanning a text in order to find the answer to a literal question.	'Fastest finger first' copy and paste, 'find it' questions. Questions where answers are explicitly specifically stated in the text. These types of answer <b>do not</b> require a full sentence answer.
Proving (deducing)	Using evidence from the text to justify an answer and explain reasons/motivations/situations etc.	'Prove it' questions. Questions where answers are not necessarily stated explicitly. E.g. The police find a body with a knife sticking out of it. Deduction: someone has probably been murdered.
Inferring	Going beyond the literal information.	E.g. The police find a body with a knife sticking out of it. Inference: someone didn't like that person.
Sequencing	Putting key events from a text into a suitable order.	Giving pupils key events of text / pictures to order. Pupils able to verbally relay the order of events within a text.

## Asking questions is REALLY important!



What came out of the little egg?

What did the caterpillar eat first?

What made the caterpillar feel better?

When did the caterpillar come out of the egg?

When did the caterpillar get a stomach ache?

How long did the caterpillar stay in the cocoon?

Why did the caterpillar look for some food?

Why was the caterpillar's stomach hurting?

# Writing

- Can I give meaning to marks they make as they draw, write and paint?
- Can I begin to break the flow of speech into words?
- Can I continue a rhyming string?
- Can I segment the sounds in simple words and blend them together?
- Can I link sounds to letters, naming and sounding the letters of the alphabet?
- Can I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence?
- Can I write my own name and other things such as labels, captions?
- Can I attempt to write short sentences in meaningful contexts?

## ELG

- Can I use my phonic knowledge to write words in ways which match spoken sounds?
- Can I write some irregular common words?
- Can I write simple sentences which can be read by me and others?
- Can I write some words which are spelt correctly or phonetically plausible?

## Writing in Reception

- all the time
- hand writing time
- phonics

## How...

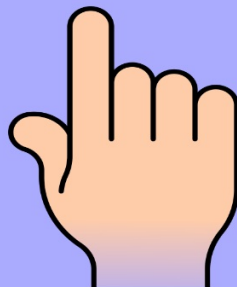
- teachers modelling this
- children having a go
- exploring a range of media and materials

## Structure of a sentence

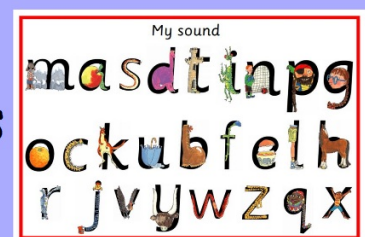
Capital letters



Finger spaces



Use my sounds




Full stop

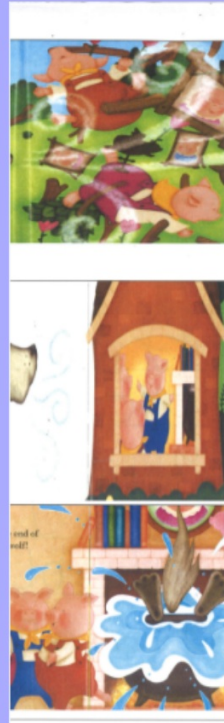


# Writing using their sounds


## Examples of work



The free  
Ctoo P/OS  
WS. bld  
The has  
madd of  
stor The  
next ctoo  
Pig bld  
Then I  
Wiw blo  
Go has  
dah



The next  
Ctoo P/9  
has WS  
madd at  
of stixs  
Teh I  
Waw bro  
Go has  
dah slash



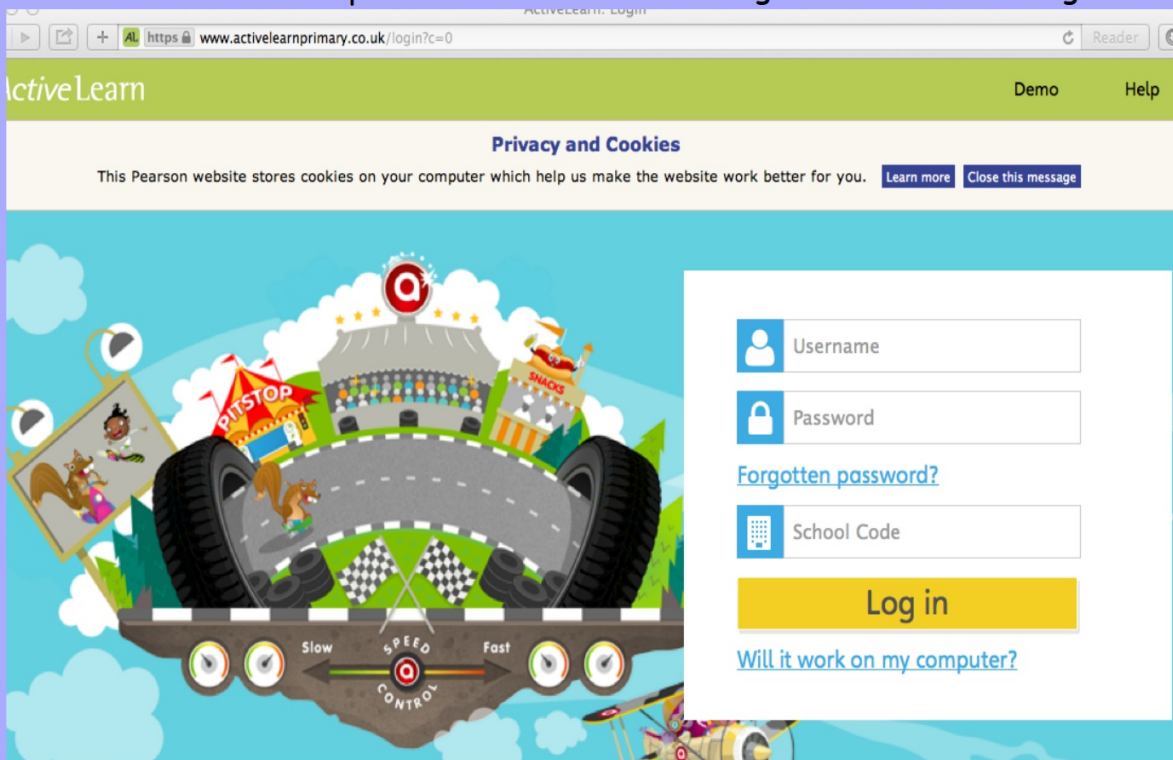
19.4.17  
CZ @  
W CL

Iwen to ma fred has  
anor I PLEY <sup>with</sup> vir my fred  
anor chit Wpt to me  
has PLEY <sup>with</sup> u ma  
jcl  
jo u.



# Bug club

Children can access books online that are at the right level for them and every week the teacher will upload books. Your child's login is on their reading record



ActiveLearn Login

Privacy and Cookies

This Pearson website stores cookies on your computer which help us make the website work better for you. [Learn more](#) [Close this message](#)

Username

Password

[Forgotten password?](#)

School Code

Log in

[Will it work on my computer?](#)

High frequency words- look, say, cover and write



The following words are called 'high frequency' words. Children should be able to read them and spell them, by the end of the school year.

## Reception High Frequency Words

I	go	come	want	up
you	day	was	look	are
the	of	we	this	dog
me	like	going	big	she
and	they	my	see	on
away	mum	it	at	play
no	yes	for	a	dad
can	he	am	all	is
cat	get	said	to	in

<i>look:</i>	<i>cover</i>	<i>write:</i>				<i>check</i>
up						
look						
we						
like						
and						
on						

Please keep this at home so you can practise.