

# Welcome to our Literacy Reading and Writing 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											

How can we make reading and writing  
fun?



**CPS**  
CURWEN PRIMARY  
SCHOOL



Reception so far...

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CURWEN PRIMARY  
SCHOOL

- Children all enjoy Reception and interacting with their peers
- Children recognise their name and can write this
- Children are able to listen to others and are building on creating their ideas
- Children recognise numbers and using these in maths stories

## Next steps for Reception...

- To continue to build interactions and use new vocabulary
- To share their work they are proud of and find new ways to challenge themselves
- To develop own mark making skills depending what stage this might be
- To build on knowledge of sounds to build fluency in their reading

## It is important to remember...



- Your child comes to school **on time** and **every day**
- Must bring in their school book bag with library book and guided reading book
- Read and complete the homework
- Water bottle
- **P.E** kit



## Questions for you...



Do you read/write at home with your child?

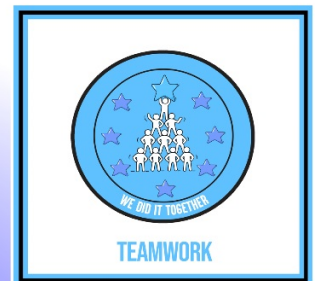
Does your child to explore stories?

Do they like to act out stories/cartoons that they know?

Are they interested in pictures/videos?

Does your child like to make marks?

## Outcomes of session



To understand how we encourage reading/writing

How your child learn, interact and the importance of communicating with your child

Strategies/approaches to support your children at home

## Literacy- Educational Programme for Early Years

- To develop a life-long love of reading

### Language comprehension

- this 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

- involves both decoding and the speedy recognition of familiar printed words

### Writing

- involves spelling and handwriting and 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.

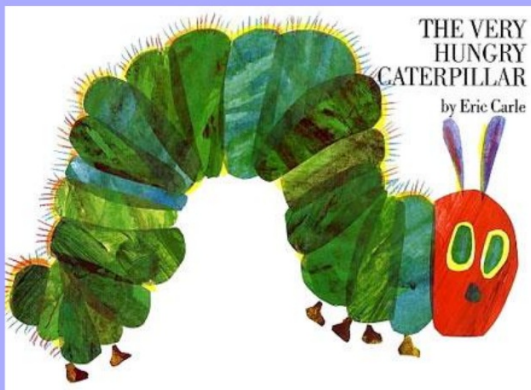


How can we make reading fun?

- children's interest, let them choose
- join in with them and show enthusiasm
- get creative or messy
- sing
- act it out
- use experiences which relate to them, have you been to the park or to see family- ask them questions about this.
- Remember this can all be in your home language, what is important is verbal interactions with your child!



### 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?

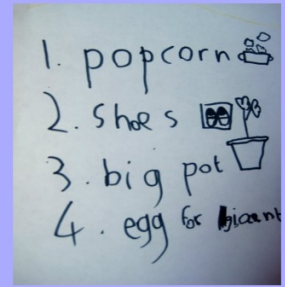
How long did the caterpillar stay in the cocoon?

Why did the caterpillar look for some food?

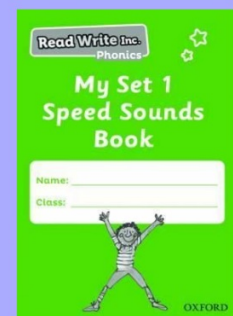
Why was the caterpillar's stomach hurting?

## Literacy in Reception- what we do in school

- daily adult focus lessons in the mornings
- daily phonics sessions
- daily reading time lessons
- independent reading 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



- ALL THE TIME



## 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
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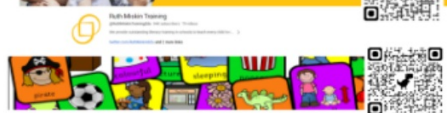
Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

Below are two YouTube channels which have a variety of videos to assist your child in their reading journey.



green words

sh-o-p

s-a-t

f-r-o-g

at ..	mad ..
sad ..	dad ..
sat ..	mat ..

red words

said

the

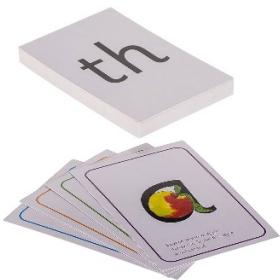
come



Some words can not be sounded out

How can we make reading fun at home?

Make sound cards



m a s d t

Make playdough



Make green card

at ..	mad ..
sad ..	dad ..
sat ..	mat ..

sad dad at  
mad sat on



## 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.

## Talk about what is on your table

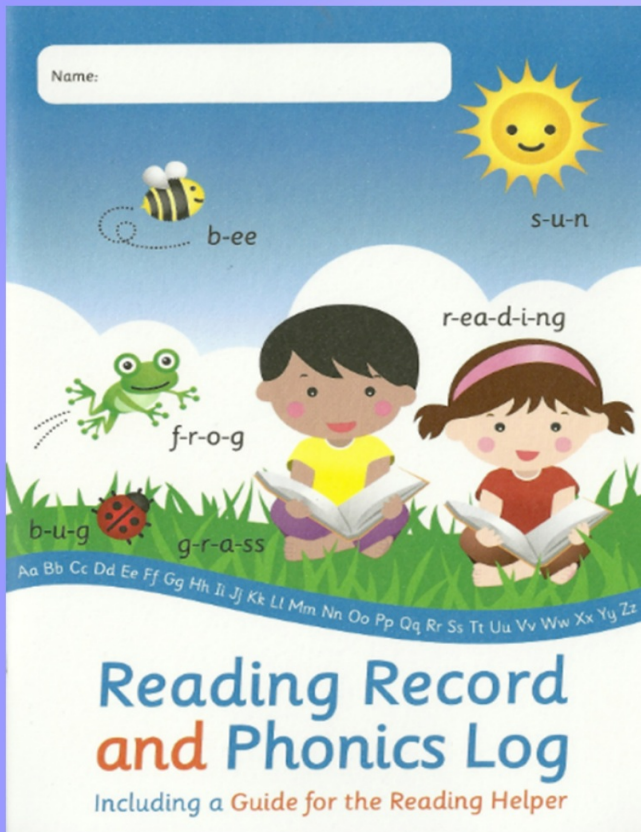
Time to have a go and get some ideas what you might like  
to try at home.

Share with others what you've tried already.





# Reading time



- read with your child as much as possible, this can be in your home language
- you can change/make up a story with them using the pictures
- look at the focus objectives which the teachers might suggest
- record what you do with your child

## Writing



How we can we make writing fun?

- do not put pressure on the children
- use different materials and media
- does not need to be just paper and pens
- get creative and messy
- say it back to them, it might not make sense let them share it
- sound it out, use initial sounds to label pictures
- go big- make big marks or big movements to help with their physical development

## Writing in Reception - what we do in school



- hand writing time
- daily adult focus lessons in the mornings
- daily phonics sessions
- daily reading time lessons
- independent writing activities
- weekly homework
- cross curricular learning in forest school, P.E and independent learning (free flow)

- ALL THE TIME

### Letter families

<u>c family</u> "Do a c first, then up and down" a c d g o q
<u>r family</u> "Like a r, down, up and over" b h m n r
<u>l family</u> "All the way down" i j k l
<u>t family</u> "Start like a t then up and down" t u y
<u>curly family</u> e s f
<u>zig zag family</u> v w x z

# Model sentence

Structure of a sentence



Capital letters

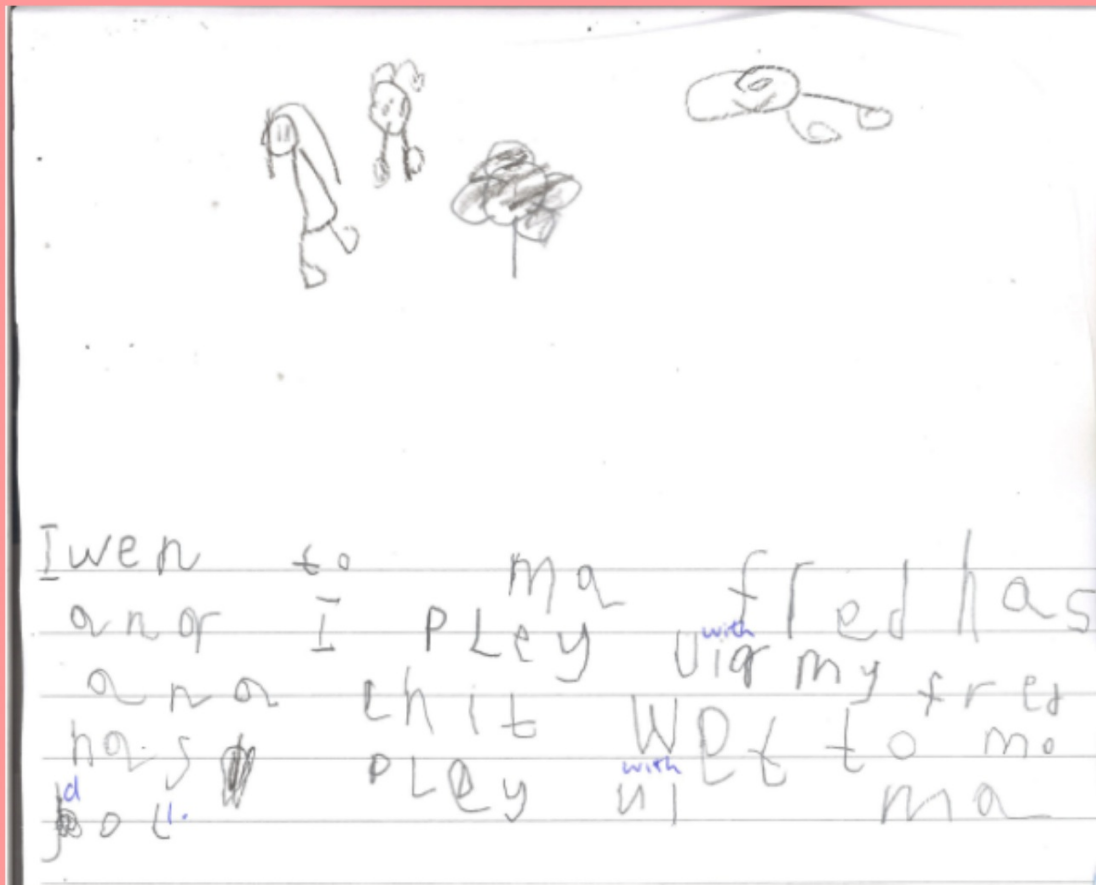
Finger spaces



Use my sounds



Full stop





## Personal Social Emotional Development

### Our bodies





- how to look after their bodies
- healthy eating
- manage personal needs independently

### Dressing

- put their own coat and shoes on
- pulls up own trousers, take off and puts on jumpers/ t-shirts
- pulls up zipper once it is fastened at the bottom and begins to attempts buttons

## Understanding my feelings and emotions These are all valid!

### ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Lots of information- this will go on the website,  
ask staff if you are not sure



Questions



