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Reading and Writing Workshop

Objectives

- End of Reception writing goals
- Pencil grip
- Fine Motor skills
- Stages of Writing
- Writing in Year 1
- What you can do at home
- Reading + Phonics Screening Check
- Any questions?



End of Reception - Early Learning Goals:

Physical Development

Fine Motor Skills- Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Literacy: Writing

Writing ELG Children at the expected level of development 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.

Pencil Grip Stages



FISTED GRIP
1-2 years old

Children often hold their writing tool like a dagger, scribbling using their whole arm.



OR



DIGITAL PRONATE GRIP
2-3 years old

All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.



4 FINGER GRIP
3-4 years old

4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.



STATIC TRIPOD GRIP
4-6 years old

This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.



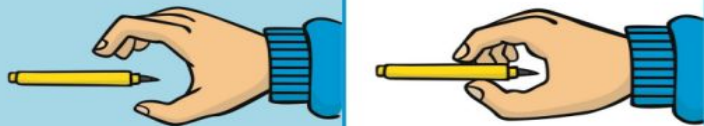
DYNAMIC TRIPOD GRIP
By 6 or 7 years old

Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.

How a child holds a pencil is dependent on their age and their stage of development. We use language like; 'Use your birdy fingers.'

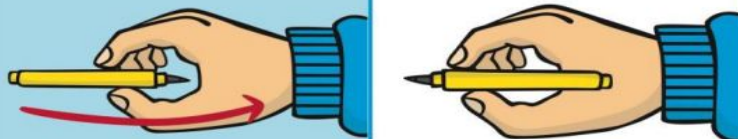
1

Nip



2

Flip



3

Grip



Fine Motor Activities



Fine motor skills involve the use of the smaller muscles of the hand.



Fine Motor Activities continued...

1. Toys With Tongs

Toys with tongs and tweezers encourage the use of the thumb, index and middle finger while working the tiny muscles in that nook between the thumb and index finger.



2. Vertical Surfaces

Working on a vertical surface builds strength and stability in the arms and shoulders. It also places the wrist in a good position for writing.

Easels

Chalkboards

Dry erase boards

Paper taped to the wall slightly above shoulder height



3. Keeping It Small!

Smaller writing implements naturally encourage a proper grasp.

- Golf pencils
- Breaking crayons and chalk pieces into halves
- Crayon Rocks



4. Bubble Wrap

Have child pop the bubble using their tripod fingers.



Stages of Writing: Scribbles

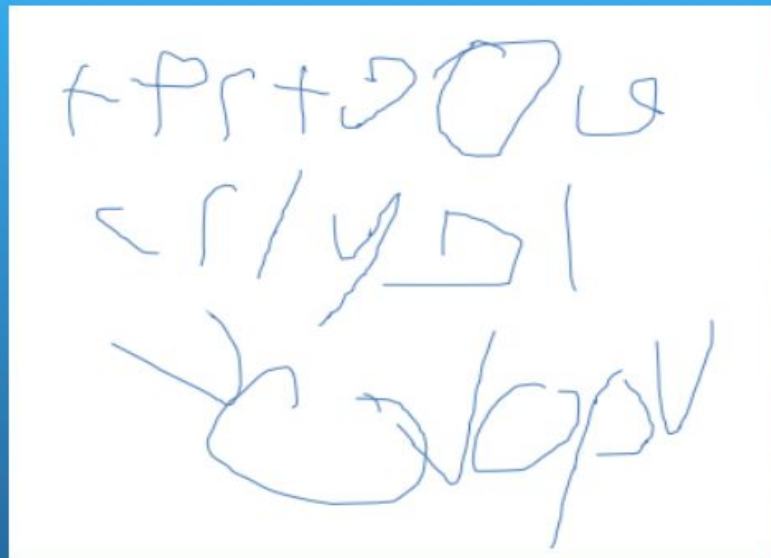


Children begin to make marks for meaning. They are starting to make connection between print and drawing within the environment and the fact that symbols they see, carry meaning. Even though their marks making often bears no resemblance to print, they are gaining more control over their muscles and the direction they want their marks to go.



They can often tell you about the marks they make. Practitioners help them to give meaning to the marks as they talk.

Stages of Writing: Pseudo Letters



Practitioners show lots of different ways writing is used so that children understand how to mark-make for a purpose.

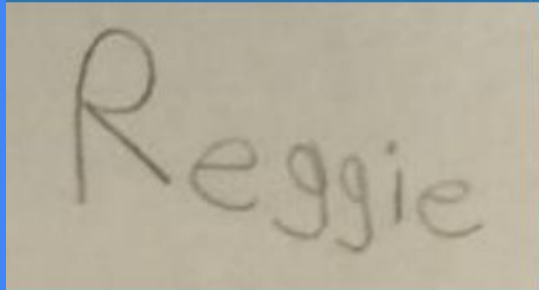
At this stage, even though children's marks do not fully resemble recognisable letter and number shapes, they will often make marks in the direction print is being read, written or displayed in front of them.

Children who are very familiar with print and are read to on a regular basis often display this stage of mark making.

Stages of Writing: Own Name

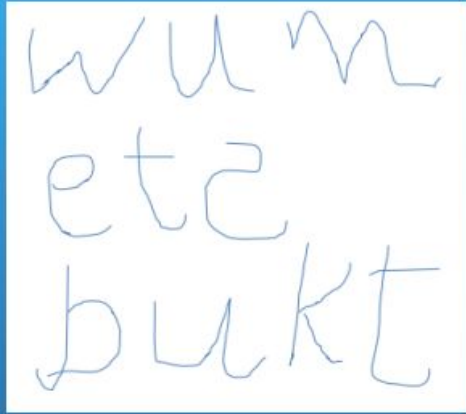


For many children, their first interest in letters will be the letters in their name.

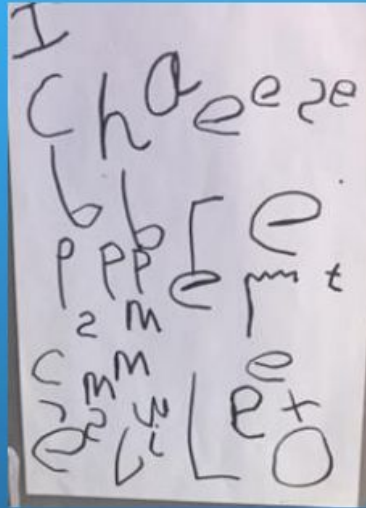


The practitioner supports the child to be aware of phoneme/grapheme correspondence using letters in the child's name.

Stages of Writing: Actual Letters



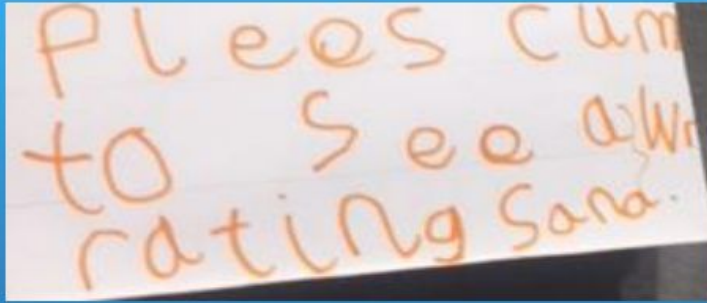
You may see a string of letters that at first glance make no sense at all, when in fact the child may have written a story in their head and recorded the first sound of each word on paper.



At this stage children are starting to produce letters linked to the sounds they make, which is taught to them through phonics.

Children will not understand all the sounds in a word but will understand some, these are quite often the letters linked to the sounds in their name.

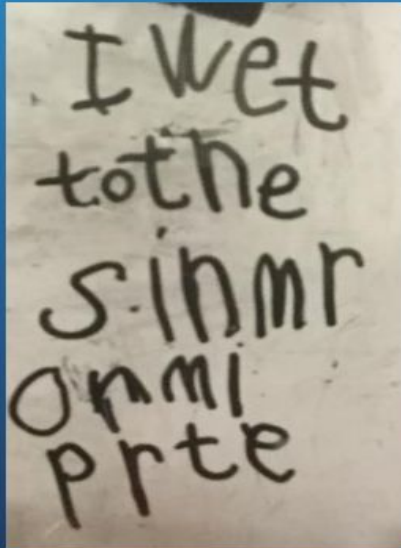
Stages of Writing: Invented Spellings



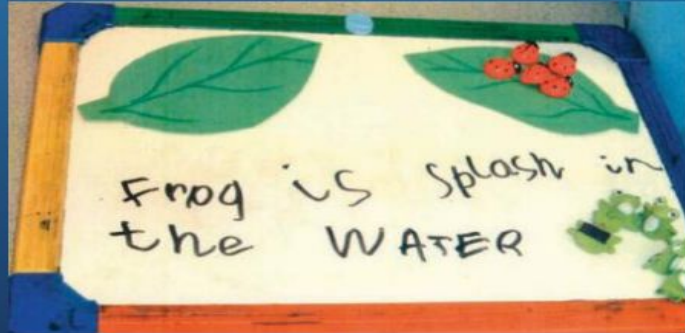
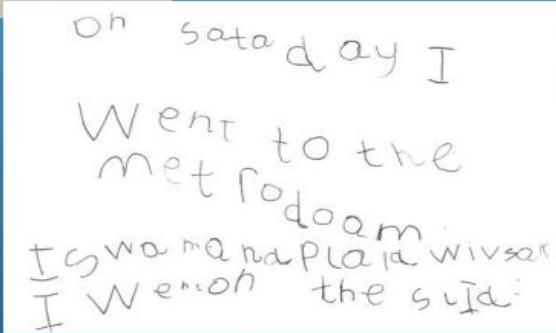
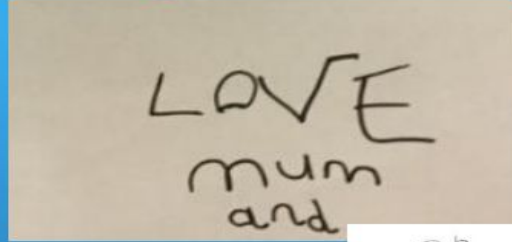
Children will use the graphemes/phonemes they know to attempt to spell a range of words.

These sounds will often correspond with how they hear/say the word.

Practitioners help the child to sound out words they want to write and remind them of the phonics sounds they have learned.



Stages of Writing: Conventional words



Children are able to accurately spell a range of words either by using their sounds or by learning tricky words.

Practitioners support children by reminding them which words are tricky words and helping them to break up longer words into sounds.

We use a book-based approach to teach writing. The books we choose help the children to grow their ideas and inspire their writing.

YEAR 1	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (6 weeks)	Term 6 (7 weeks)
English Literacy Tree	<p>Cave Baby by Julia Donaldson and Emily Gravett 4 weeks</p>  <p>Sidney, Stella and the Moon by Emma Yarlett 3 weeks</p> 	<p>Send for a superhero by Michael Rosen and Katherine Mc Ewan 4 weeks</p>  <p>Shakespeare - Midsummer Night's Dream</p>  <p>3 weeks</p>	<p>I want my hat back by Jon Klassen 3 weeks</p>  <p>Yeti and the bird by Nadia Shireen 3 weeks</p> 	<p>Stanley's Stick by John Hegley and Neal Layton 3 weeks</p>  <p>The Sea Saw by Tom Percival 3 weeks</p> 	<p>Beegu by Alexis Deacon 3 weeks</p>  <p>Iggy Peck, Architect by Andrea Beatty and David Roberts 3 weeks</p> 	<p>Lost and Found by Oliver Jeffers 3 weeks</p>  <p>Julian is a mermaid by Jessica Love 3 weeks</p> 

Writing in Year 1

Targets:

- Say the sentence out loud before you write
- Sound out words before attempting to spell
- Use capital letters and full stops most of the time and question marks when required
- Form most letter correctly, keeping letters on the line
- Leave a space between each word (finger spaces)
- Spell many common exception words correctly eg said, was, come, where
- Use present and past tense mostly correctly
- Use co-ordination eg or, and, but and subordination eg when, if that because

Year 1 Expectations

Children have good handwriting skills. Their sentences are well structured and always make sense. They remember about spaces between words, capital letters, full stops etc. They use adjectives, adverbs and longer sentences.



One winter Day
I went to the snow with my brother
I saw a lot of snowflakes. First
I played a snowball fight. Then
I build a snowman. Next we
made a snow angel. We ate an
chicken soup. Then we made a
camp fire. Next I made a tent.
After that we made a flower. I

Yesterday we went to bishops Wood
to look for mini-beasts. First we
had a ~~snack~~^{snack}. Next we went into
the woods. Vicki gave us a mira
It was very scary because it was
like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a sticky position party
mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group
found a newt. Last of all we sorted out
animals. Finally it was home time.
The trip was great! my favorite part of the

Year 2
Expected
standard

Poppy and the headstall

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,

"Can you sell Daisy because she is too old and in return st some money?"

"Sure," replied Poppy and set off in the dusty allway.

On the dusty allway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allway and finally arrived home. When she arrived, her mum was furious, and she was so

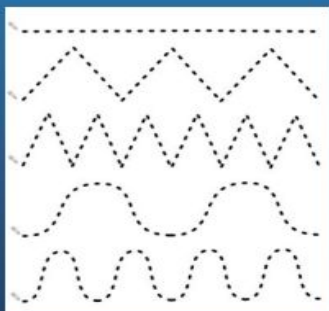
Year 2
Greater Depth

What you can do at home

- Play throwing and catching games together.
- Let your child help you around the house, pegging out clothes (the family's or their toy's), using a dustpan and brush, washing up, wiping the table and squeezing out the sponge as they clean the windows.
- Cook together - let your child peel and chop, mash up food, put cake mixture into cases or spread butter on bread.
- Have lots of different materials to cut and stick so your child can make pictures, patterns and models.
- Build with blocks and interlocking blocks, like Lego, to make towers and buildings.
- Let your child cut out pictures from magazines, comics, catalogues and old cards.
- Make people, animals and other objects from play dough.



Fine Motor Activities



- Get a notepad for your child to write or draw in when you're out and about.
- Make a fan with your child by folding paper into a concertina.
- Make maps of where you're going or where you've been or treasure maps.
- Help your child to write the words to go with photos or pictures and make them into a book.
- Do jigsaws with your child (up to 30 pieces).
- Help your child make masks and hats so they can act out stories they know.
- Write party invitations together or play cafes, your child can write the menu and write down what each person wants to eat.
- Show your child how to use tools such as screwdrivers and spanners.
- Set up suitable computer games such as one from CBeebies, so that your child can learn to control a mouse.
- Play ball games with your child, throwing and catching or use bats and balls.

What you can do at home

a b c d Did you know?

Your child is able to write letters with more control and needs to practise this skill by writing for a purpose, such as cards and menus. They will naturally be using their left or right hand more when writing.



Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



“

Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.

”

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVC CCVC CCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou clout /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oal/ o go /ligh/ i tiger /ai/ a paper /eel/ e he /ail/ a-e shake /ligh/ i-e time /oal/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /orl/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /ligh/ y fly /oal/ ow snow	any many again who whole where two school call different thought through friend work

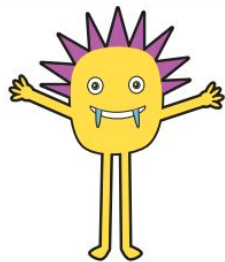
Phonics Screening Check

Summer Term 2 2024



Section 1

sut



yad



dop



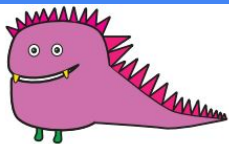
Section 1

plug

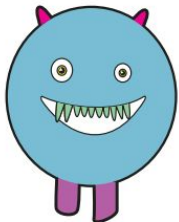
sweep

soft

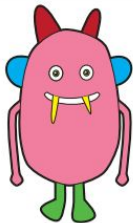
vaw



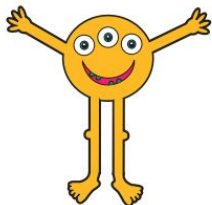
meast



waib



zome



label

vanish

blossom

thankful

Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

For parents - Letters and Sounds
(littlewandlelettersandsounds.org.uk)

The most important thing you can do is read with your child

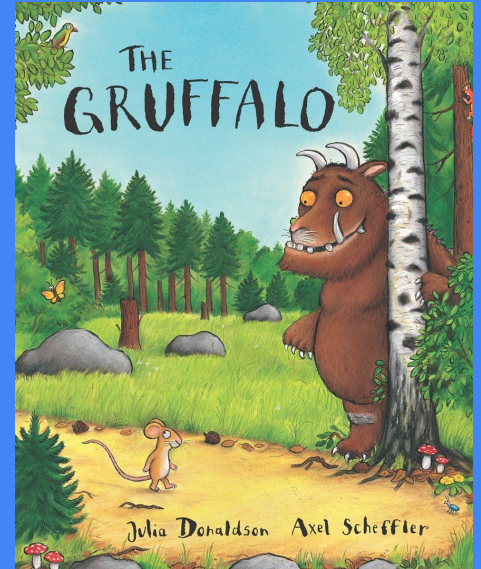
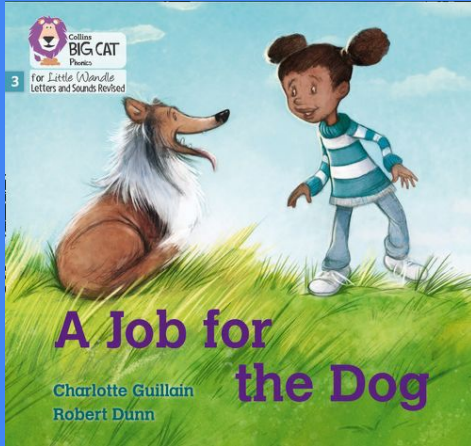
Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home



Transition to Year 1

- The children will meet their new teacher and see their new classroom this term.
- In Year 1 Term 1, the children will continue a play based curriculum with access to the inside and outside area. The class teacher will take maths and english groups daily.
- In Term 2, the children will begin whole class lessons in the mornings.
- By the end of the Autumn Term, the children will have a whole day of class lessons (no continuous provision).

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Thank you for coming

Any questions?

