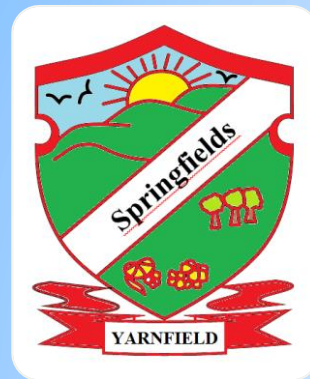


# Welcome to the Early Literacy workshop 2018

## Introduction



**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.**

**Dr. Seuss**



# The EYFS curriculum.

There are 7 areas of learning, 1 of them being Literacy which is split into 2 parts:

- Writing
- Reading

Everything we teach during the course of the year is building up to reaching the Early Learning Goals in both of these areas.

The early learning goals are what every child is aiming for by the time they complete their year in Reception.

# Writing:

Children will learn to use their phonic knowledge to write words in ways which match their spoken sounds.

They will also write some irregular common words.

(The children will know them as tricky words)

They will learn to write simple sentences which can be read by themselves and others.

Some of their words will be spelt correctly and others will be phonetically plausible.

# Reading:

The children will learn to read and understand simple sentences.

They will use their phonic knowledge to decode regular words and read them aloud accurately.

They will also learn to read some common irregular words.

And finally, they will demonstrate understanding when talking about what they have read.

# Is it ever too early to start?

- 0 – 3

babble, chewing books, pointing out pictures, repeated phrases, familiar books, library

- 3 – 5

Pretending, joining in, taking turns, funny actions, characters, story sacks

Encouraging children to follow with their finger, words all around, talking about books

In order for your child to reach the early learning goals, it is our job as teachers and parents to work in partnership to make reading and writing fun and exciting!

As teachers, we create a 'language rich environment' in the classroom through the provision we provide. We also plan detailed literacy and phonics sessions that cover all the statements in the ELG.









Phonics is recommended as the first strategy that children should be taught in school to help them to learn to read and spell. It is backed up with other teaching methods to help children develop reading comprehensive skills and hopefully to give them a real love of reading.

# What is Phonics?

Words are made up from small units of sounds called phonemes. Phonics teach children to be able to listen carefully and identify the phonemes that make up each word. This helps the children to read words and to spell words.

# Phonic Phases

## Phase One

Phase One is introduced in Pre-school and places great emphasis on high quality speaking and listening activities and firing children's imaginations through the power of rhyme, story, music and drama. Phase one continues throughout.

## Phase 2

The purpose of Phase Two is to teach the phoneme and grapheme for 19 letters.

## Phase 3

The purpose of Phase Three is to teach another 25 graphemes, most comprising two letters.

## Phase 4

The purpose of this phase is to consolidate the children's reading and spelling phonic skills before they move onto Phase 5 and 6 in Key stage 1.

# The phonic sessions

Daily :

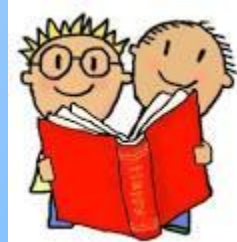
Revise - we practise the letter sounds (phonemes) already taught

Teach - we teach a new letter sound each day

Practise – we perform the new letter sounds with other letters in different ways

Apply – we use the new knowledge to attempt blending for reading and segmenting for spelling

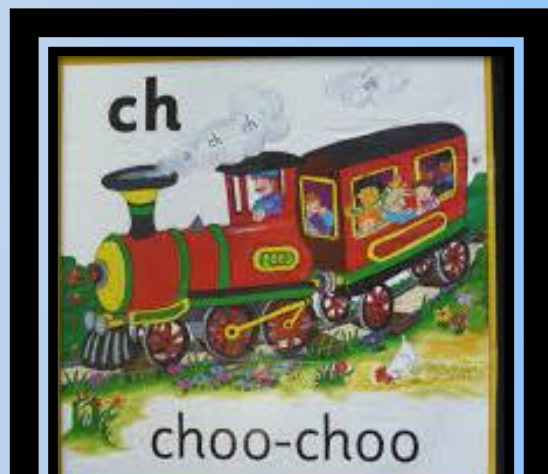
# TOP TIPS:





# What is a phoneme?

These are sounds that are taught in a particular order. The first sounds to be taught are s, a, t, p, i, and n. All these sounds have an action to go with it. I am sure you are all becoming more and more familiar with these actions!



# What is blending?

Children are taught to blend sounds together to read words. They say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read. Each child reaches this stage of development at different times.

# What is segmenting?

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it. This skill is vital in being able to spell words. Each child reaches this stage of development at different times

# These are some of the phonic activities we use in school daily .

- Letter tunes & musical phonics activities
- Phonics play activities & other useful websites
- Homemade Power point activities
- Games & other table top resources
- Activities set up outdoors
- Challenges set up in other areas of the Early Years environment. (i.e. Can you find three letters in the sand tray? Try to make a word with them.)

# Guided Reading

- Reading together and supporting each other
- Early reading skills
- Skills for becoming a fantastic reader



# School Reading Scheme

- Word sets in pots sent home each week
- Picture books
- Books with text
- Asking questions
- Spotting words, letter sounds in the text

# Not just phonics!!

- High frequency words
- Tricky words – words the children just need to know

# Now its *your* turn!

- Pass the pebble
- Highlighting hurry!
- Phoneme frames
- Sound buttons

# How can you help?

In order for children to become able and independent readers they need to have:

- Fluency – children who can read at a comfortable speed with appropriate expression.
- Accuracy – children who can ‘decode’ words they are reading without interrupting the flow.
- Understanding – children who can follow the content of what they are reading.
- Enjoyment and confidence – children who will become lifelong readers because it is a useful and pleasurable thing to do.

# 10 top tips for reading at home

1. Do your best to stick to a ritual of no more than ten minutes reading practice, most nights a week. It doesn't always have to be with a book – it could be a game such as looking for the letter 'p' around the house, when you're shopping or going on a journey.
2. Find a quiet place away from other interruptions.
3. If your child is reluctant, suggest that you start the story off, or that you read every other page. Help your child understand that this is a joint enterprise and not a test.



# Top tips

4. Spend a few minutes discussing the blurb and front cover before you even open the book – What do you think this book is about?
5. Some children get very distracted by the pictures, so make time to talk about the pictures before they actually read the words. Talk about what might happen next, the characters and how they feel. Make links with other stories or programmes your child has enjoyed.

# Top tips

6. Help and support your child if they get stuck on any words. Do not simply tell them the words.

Encourage them to work it out by:

- Sounding out the phonemes (units of sound) and blending them together e.g. c-a-t = cat
- Using any picture clues
- Splitting a long word up into 2 or more parts
- Using the context of the sentence to work out what would sensibly fit
- Re-reading to check for meaning

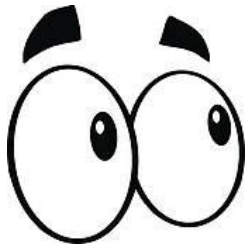
# Top tips

7. Ask your child questions to check their understanding of the text e.g. What does that word mean? What was your favourite part? How do you think the character feels here? Which words show you that the character is happy? What might happen next?
8. Give your child lots of praise and encouragement.

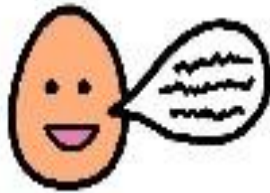
# Top tips

9. Encourage your child to relate to the story-have they had any similar experiences to one of the characters? What happened? How did you feel?

10. Later, when your child is ready for writing, they could write a book review. Or they could simply write a post it note about what they liked/disliked about the story and why.



**Look at the  
picture**



**Say the first  
sound**



**Stretch it out**



**Saw big words  
into little  
chunks**



**Skip over the  
word and go on**



**Go back to the  
beginning and  
start again**



**Check. Does it  
make sense?**



# Let them know you read for fun

Reading to, and with your child, is an enjoyable and positive experience.

It is also important to talk about the things you read – books, newspapers, instructions, recipes, shopping lists, signs, birthday cards, text messages, etc. This demonstrates that reading is a useful, meaningful activity which helps them to understand that print carries meaning.

Ensure your child knows you value reading - let them see you reading too.

# Share Reading

Even when your child becomes an independent reader, sharing bedtime stories will enable your child to enjoy literature, extend their vocabulary and comprehension of stories. It is also an enjoyable experience for both parents and children alike. Often these shared stories are memories that children carry with them for life. The more stories and books your child hears, the more they will want to read.

## The local library

Encourage your child to join the local library to widen their choice of books.

# Weekly Homework

- Reading book and reading words
- Phonics homework – might be a sheet or simply the Jolly phonics digraph key-ring
- Spellings

# Quick games to play at home

- Steam on mirrors
- Magnetic letters
- Alphabet spaghetti
- Chalk
- Sign spotting
- Hiding words around the house
- Using packs with reading books – can your child spot the tricky word in their reading book?  
Can they spot the sound in their reading book.
- Sharing stories at bedtime
- Pointing out words in the environment e.g. on cereal packs
- Mini shopping lists – find the items
- Model reading at home
- Visiting the local library

## Useful websites

<http://www.phonicsplay.co.uk>

<http://www.bbc.co.uk/skillswise/words/grammar/>

<http://www.familylearning.org.uk>

<http://www.sentenceplay.co.uk/>

<http://www.oxfordowl.co.uk/>

[www.starfall.com/n/level-a/learn-to-read/play.htm](http://www.starfall.com/n/level-a/learn-to-read/play.htm)

# Thank you

Thank you for coming today.

Please take some time now to look at the activities taking place in the classrooms.

If you want to ask questions to any member we will be more than happy to answer them.

Thank you again for your continued support.