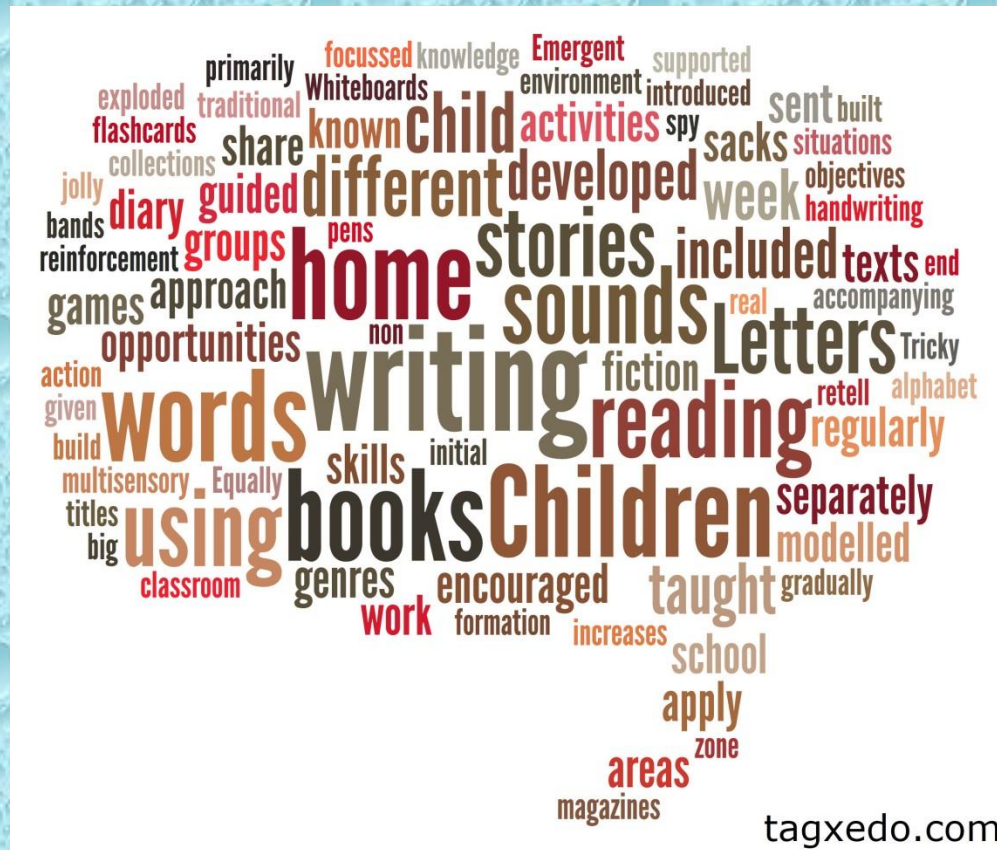


Welcome to our Reading and Writing Evening



Ashton Hayes Primary School
Wednesday 20th September

Purpose of the Evening

- Talk about the different ways we teach Reading and Writing in Kestrel Class
- Talk about ways to support your child's developing reading and writing skills at home
- Provide an opportunity to look at some of the practical activities we do in Kestrel Class

Phonics

- Letters and Sounds are introduced regularly through a primarily phonetic approach. (phonemes and graphemes)
- New sounds (or phonemes) are taught with an accompanying 'action' and song using a multisensory approach to learning – these can then be supported at home using your child's phonics book. We also have rhymes to accompany letter formation.
- Letters and sounds are put together, as the children are encouraged to build words eg c-a-t (blend). Equally, words are 'exploded' (segmented) to hear the separate sounds in them
- 'Tricky' words are taught alongside as words that cannot be built. Words are sent home regularly for reinforcement
- Children are taught how to apply their developing skills to reading, writing and 'real' situations

What is Synthetic Phonics?

- Synthetic phonics is a way of teaching children to read. It teaches children how sounds are represented by written letters.
- Children are taught to read words by blending these sounds together to make words.
For example, they will be taught that the letters 'm-a-t' blend together to make 'mat'.
- A synthetic phonics programme, such as ELS, is a structure for teaching these sounds in a certain order to build up children's learning gradually. It is used daily during Reception and Year 1 to teach all the sounds in the English language.

How is ELS taught in schools?

- With ELS, there is a daily phonics lesson where the teacher teaches a new sound, or reviews sounds learned earlier in the week. This is shown to the class on the whiteboard.
- Children learn the letters that represent the sounds. They are then asked to read words and sentences with the new sounds in. Children will also practise writing the letters that represent the sounds.

What is Phonics?

- Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.
- Grapheme: the written representation of a sound.
- Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.
- Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.
- Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.

Comprehension

- Talking about texts
 - Developing understanding of new words
 - How is xx feeling? How do you know?
 - What do you think is happening?
 - What will happen next
-
- Lots of prediction, talking about the story, questions and re reading

Reading For Pleasure

- Children benefit from hearing stories read to them at both home and school – repetition is great to build familiarity, as is lots of different genres to broaden vocabulary.
- This helps build up their story telling language and knowledge of story structures and in turn their play.
- Hearing a wide range of stories helps to build children's imagination and in turn their language.

‘Scheme’ Books

- We use a variety of texts that are grouped into ‘colour bands’.
- Different genres are focussed upon in the books, including; fiction, rhyming texts and non fiction. These books can appear to vary in difficulty.
- 2 ‘real’ books are sent home each week - Initially on Tuesday (please return reading folders on a Monday). These are targeted at each child’s individual ability. In addition, the children will all be assigned an ebook – this will be at an instructional level and support the phonic teaching that week.

E Books

The ebooks are an essential part of our approach to reading.

Some people prefer to share them at different times of the day to other books and stories.

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

How can I support my child with their reading book?

- Children use lots of clues to decode writing including phonics, picture clues and checking for meaning – does it make sense?
- Talk about the text and the picture, and any new words the child may encounter first
- Encourage your child to read the words, pointing at each word, remember to use the picture to help
- Re read the text regularly so your child develops fluency and the text 'makes sense'
- Encourage your child to use their 'story teller' voice – you can model this for them!
- Read the book more than once to develop fluency and confidence

Shared Reading

- Shared Reading - Children work in whole class groups to work on different aspects of reading together.

Emergent Writing

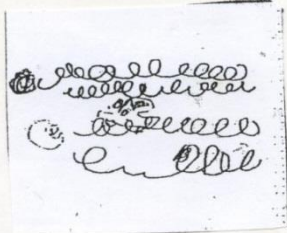
- Children are encouraged to 'have a go'
- Writing is modelled by adults based on the ability of the children eg pretend writing, initial and end sounds, whole words, use of known keywords.
- As the children's letter and word knowledge increases, so it is gradually applied to their writing
- Children are given opportunities in all areas of the classroom to practise their writing skills using different genres
- We do lots of activities on mark making and pre mark making skills and their readiness to write.

The Stages of Emergent Writing

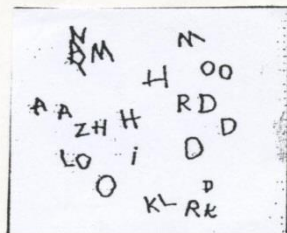
Drawing :
children draw/scribble pictures



Controlled scribbling:
Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing.



Random letters :
Children begin to use random letter shapes to convey meaning.



Random scribbling :
children scribble and can say what their marks mean.



Letter like forms :
Children use unconventional letter forms and familiar symbols such as circles but Still give meaning to their writing.



Patterned letters :
Children begin to use strings of unrelated letters, sometimes the letters from their name appear.



Developing Handwriting

- Letter formation is developed through a whole range of mark making opportunities
- Whiteboards and pens
- Shaving foam
- Sand trays
- Writing zone
- Chalks in outdoor area
- Squeezy water bottles
- Funky fingers
- Arm gym

to name but a few!

Letter formation, leading towards joined up writing in KS1



a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Activities to do at Home

- Library
- Model reading and writing
- Games and puzzles – ‘bought’ and ‘made up’
eg lotto or I spy
- Sharing, talking about and ENJOYING
stories together and talking about the story
- Looking at reading and writing in the
environment eg signs, lists, magazines
- Practicing blending and segmenting...
- Phonics play website (and others)

Home-School Diaries

- Please use this book as a home-school diary to record different activities your child has done at home.
- Please comment or initial when your child reads their book at home to ensure it gets changed.

Thankyou for coming!

Please spend some time exploring the
practical activities set up around the
classroom!