

Literacy Information session for parents

Holmesdale Infant School
March 2017

Literacy in the Early Years...

- Children learn through lots of different ways, playing, listening, watching, recording, working in groups and most importantly discovering things for themselves. Our indoor and outdoor environment is designed to meet these needs.
- The children's learning is split into 3 core areas and 4 specific areas of development
- **Communication and Language** is a core subject within the EYFS. It covers 3 areas of development; listening and attention, understanding and speaking.
- **Literacy** is a specific area and covers reading and writing.

How do we teach in the Early Years?

- Through structured play, adult led activities and in the most part, child initiated learning.
- Using lots of stories, rhymes, speaking and listening activities and role-play.
- We encourage the use of whiteboards and chunky pens, paints and chinks, puppets and dressing up clothes and lots and lots of books.

Reading...

- Oxford Reading Tree
- Guided Group Reading
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary

Writing...

- Mark making opportunities
- Physical development for writing
- Letter formation
- Segmenting for writing
- Tricky words
- Encouraging independence

A new vocabulary!

- Phonics – the learning of letters and sounds
- Phoneme – the sound a letter makes
- Grapheme – the written letter
- Blending – running sounds together to make a word
- Segmenting – breaking a word up into its component sounds
- Tricky words – words that cannot be decoded using phonics
- cvc – c = consonant (b/c/d/f), v = vowel (a/e/ee)
- Digraph - a sound made with two letters eg. sh ai oi
- Phonetically plausible – written phonetically that it can still be read although it is spelt incorrectly

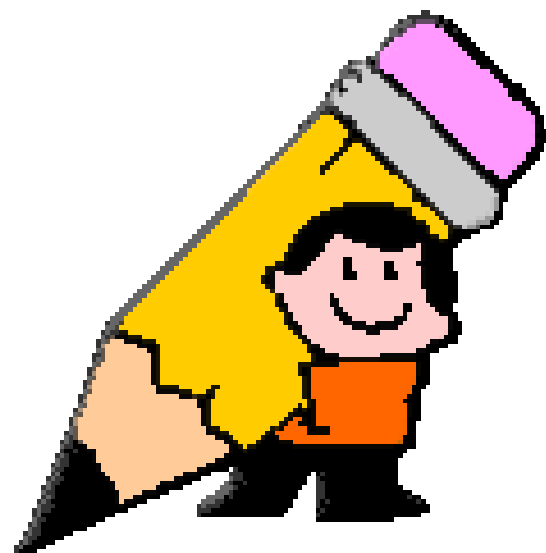
Phonics [Phase 3]

- Alphabet names are important to describe the sounds made by more than one letter
- More tricky words for reading
- Writing I go no to the
- Blending, segmenting, reading, writing words, captions and sentences
- Beginning to spell cvc words

What can you do to help?

- Reinforce correct letter formation
- Let them see you writing
- Do not spell everything out for them
- Encourage independence
- Quiet place for reading
- Playing reading games
- Let them see you reading
- Follow your child's lead
- Make reading an enjoyable shared experience! Talk to them!
- Model and expect good listening.
- Encourage the understanding and use of new vocabulary.
- Sing songs, rhymes and read poems, enjoying the rhyme and rhythm of words.
- Read to your child regularly and develop their story language.
- Give lots of praise!

Into Key Stage One...



How is Literacy taught?

- One hour of Literacy every day
- Weekly 15/20 minute Guided Reading / Reciprocal reading sessions
- Phonics four times a week / weekly spellings
- SPaG every week
- Independent reading
- Handwriting
- Speaking and Listening opportunities.

Progression Through Teaching

We teach in topics and they fall into these main categories:

- Narrative [stories with familiar settings / by the same author / from different cultures]
- Poetry
- Non-fiction [Information writing / lists / recounts]

What do we need to teach?

- Spelling / phonics to spell
- Punctuation
- Grammar
- Handwriting
- Decoding / phonics to read
- Comprehension skills
- A range of texts
- Perseverance and a 'can do' approach!

Spelling / phonics to spell

- We teach phonics every day in class
- During this time we apply our phonics skills to both reading and writing
- We encourage the children to read and write a range of real and 'alien' words
- The children get the chance to apply their skills to sentences
- We make clear links between their learning in phonics and the rest of their reading and writing

Punctuation and Grammar

- We also teach punctuation and grammar on a daily basis.
- We give the children opportunities to read and write using a range of punctuation.
- We teach the many grammar 'rules' that are in the English language!
- We make links to their wider reading and writing

Handwriting

- We teach the children how to form their letters using a cursive script
- Children get chance to practise their handwriting at least once a week
- We encourage the children to start joining their letters as soon as possible to encourage fluency and confidence

Decoding / phonics to read

- When we teach reading we teach children to learn and recognise tricky words.
- We also teach them how to use phonics to blend words to read them

Comprehension skills

- In conjunction with using phonic skills to blend words we also need to ensure that the children understand what they have read and develop their comprehension skills
- This can be done through asking questions, looking at pictures, predicting and summarising, making clear our own thoughts and understanding as an adult reader

How do we start?

We start with a stimulus, and this might be:

- A book (fiction or non-fiction)
- A 'talk for writing' stimulus
- Poem
- An excerpt from a film or book
- A photograph or painting
- A question
- Detective work
- Real life experience / drama

Getting into it!!

- We prepare the children before they write and we will do this by:
- Engaging the children in discussions either in groups or pairs. [Speaking and Listening]
- Collecting words or phrases and turning them sentences. [SPaG]
- Drama to get the children into a character or a situation.
- Starting a list of success criteria
- We prepare them by teaching them the skills and planning their writing – then they can have a go independently!

Still with me?



Where is the writing?

The writing comes very much at the end.

By this point the children are prepared to produce a piece of writing of a high level [they have been taught the elements of that genre and have developed a list of success criteria]

They will have learnt new words and phrases; worked on punctuation and sentence structure and studied examples and discussed them.

Where do we find out what to teach?

The Department for Education gives us the objectives to teach. This is called the Primary Framework [2014]

We take these objectives and plan activities and lessons that address them. We try and make it practical and fun!

Our marking allows us to see how the children are doing. We can then adapt our planning to meet the needs of individuals or groups of children to support or challenge them.

What do we need to teach?

The curriculum requires us to teach...

Spoken language

Reading – Word reading

Reading – Comprehension

Writing – Transcription [spelling]

Writing – Composition

Vocabulary, grammar and punctuation

Handwriting

Helping your children at home....



Talk isn't cheap...It's free!!

Start where they are at...

- What are they interested in? Exploit it!
- Talk to them about it...
- Encourage them to have an opinion and express it giving examples to back it up.
- Make sure you stay interested be a good audience to them...

Writing... not easy! My tip is
make it real...

- Thank you letters
- Lists Christmas and birthdays.



Happy tips... Great ways to help your child practice their reading...

- Reading recipes and instructions.
- Read the web site of a film that they want to watch.
- A little every day helps with not only their reading but their spellings and writing.
- Read non-fiction / fiction / poetry / comics...



Spelling...

- Weekly spellings – important to support your child. Be aware of what they are learning so you can point out the spelling patterns when you hear them read.
- You never know your child might end up on Countdown!

