



Literacy Workshop

Tuesday October
4th 2016



CAN YOU READ THESE WORDS?

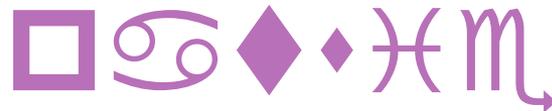
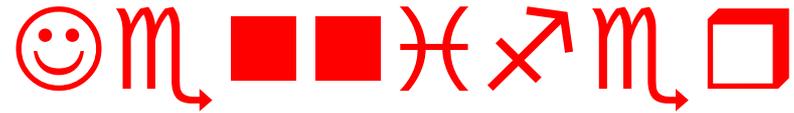
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NOW... WHAT ABOUT THESE WORDS?



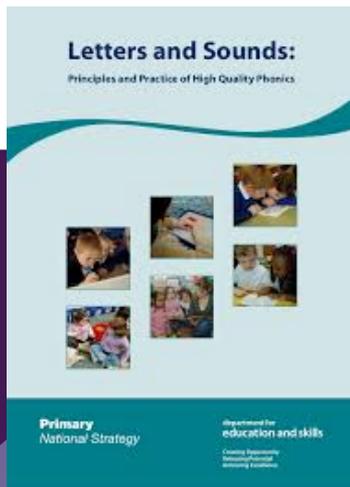
WHY TEACH PHONICS?

“Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.”

Letters and Sounds, 2007



At Coopers Lane, we follow the **Letters and Sounds** phonic programme. Letters and Sounds is a phonic resource published by the Department for Education and Skills, which consists of **six phases**.



PHASE 1

Phase 1 concentrates on developing the children's **speaking and listening skills** and lays the foundations for the phonic work that starts in Phase 2.

A1 - Environmental

A2 - Instrumental sounds

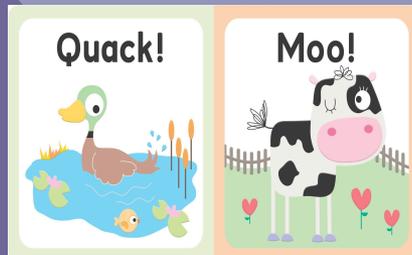
A3 - Body Percussion

A4 - Rhythm and rhyme

A5 - Alliteration

A6 - Voice sounds

A7 - Oral blending and segmenting.



PHASE 2

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss





Timeline for Autumn term

Week 1	Week Beg: 10.10.16	s, a, t, p
Week 2	Week Beg: 17.10.16	i, n, m, d
Week 3	Week Beg 31.10.16	g, o, c, k
Week 4	Week Beg 7.11.16	ck, e, u, r
Week 5	Week Beg 14.11.16	h, b, f, ff, l, ll,
Week 6	Week Beg 21.11.16	ss then revision
Week 7	Week Beg 28.11.16	Revision
Week 8	Week Beg 5.12.16	Assessment
Week 9	Week Beg 12.12.16	Assessment

TERMINOLOGY

For phase 2

- Phoneme
- Graphemes
- Segmenting
 - Blending
- 'Funky fingers'
- 'Tricky words'



Phoneme

The individual units of sound that can be heard in words

e.g., c - a - t

Grapheme

The written symbol for a phoneme. This can be 1 letter or a group of letters.



SEGMENTING

Breaking down words for **spelling**.

cat

c

a

t



BLENDING

Building words from phonemes for
reading.

c . a . t

cat



FUNKY FINGERS

- In order to help the children spell, we use 'funky fingers.'
- We 'put' the phonemes (sounds) on our fingers and practice blending them.
- Then we put the letter names on the corresponding fingers.
- This visual cue supports their spelling and, in turn their writing.



TRICKY WORDS

- Tricky words are words that cannot be 'sounded out' and are therefore read **on sight**.
- Each phase of 'Letters and Sounds' has its own set of 'tricky words'.
 - Phase 2 tricky words are:

to the no I go into



WHAT DOES A PHONICS LESSON LOOK LIKE?



Each lesson has 5 parts and lasts for 20 minutes.

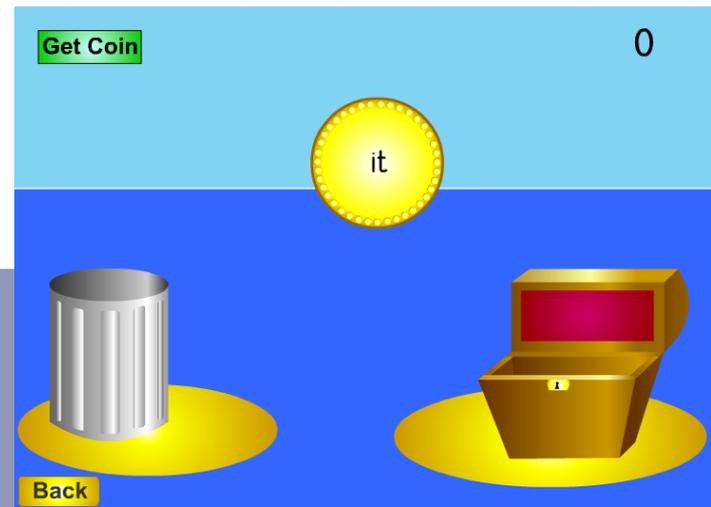
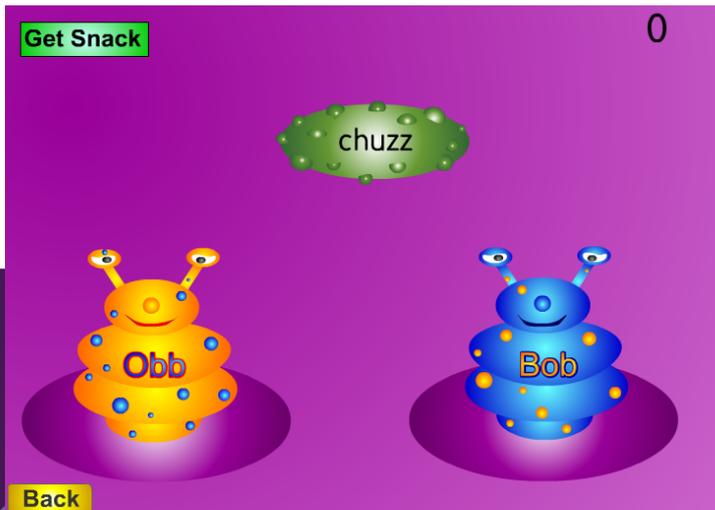
- We revise and then review our previously learned sounds (using flashcards and actions.)
 - We learn a new sound/ letter name.
 - We then practice our writing using funky fingers and practice our reading using words we can now read.
- Finally we apply our new learned skills to play a game and in turn, build our confidence.



RESOURCES

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

<https://www.youtube.com/watch?v=eCjJYB07aSU>



HOW DO CHILDREN BECOME SUCCESSFUL READERS/WRITERS?

- Phonic knowledge (sounds and spelling)
- Knowledge of context
- Grammatical knowledge
- Word recognition and graphic knowledge



THE IMPORTANCE OF READING AT HOME

- To promote enjoyment in reading early.
- Helps all learning including maths and understanding the world around them - talk about the pictures, and discuss the book with your child.
- Apply their phonic skills.
- Pitch of reading, 90% fluency.
- Complete reading record - it is great evidence for us and helps us communicate with you!



HOME READING RECORDS

Expectations for parents:-



- Read at least 3 times a week.
- Sign the book.
- Ensure Book Bags are in school everyday.
- Complete activities in home readers.
- Ask lots of questions to make sure of children's understanding.
- ENJOY!!

WE ARE LOOKING FOR READING VOLUNTEERS!



WRITING

- Is often the area the children find most difficult in the EY curriculum.
- 'Writing' is also linked to '**Moving and Handling**', which is one of the Prime Areas of the EY Curriculum.
- Children need lots of experience of physical movement before they are able to hold and write with a pencil.
- Some children don't fully develop their finger muscles until they are 7 so they find the physical act of writing very tricky.



WRITING

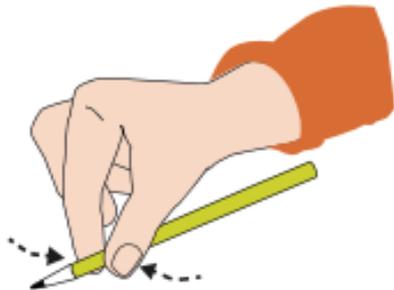
- At Coopers Lane we try and provide a really 'rich' physical environment in order for the children to practice their physical skills.
- We provide a range of 'gross' motor and 'fine' motor skills inside and outside the classroom.
- We try and give the children a 'range' of different 'tools' to use at school as this helps their writing. E.g. scissors, tape, brushes, printing, woodwork, chalk, sand, play-doh.....
- The more experience the children have of using creative tools the more it helps them become successful writers.



THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1

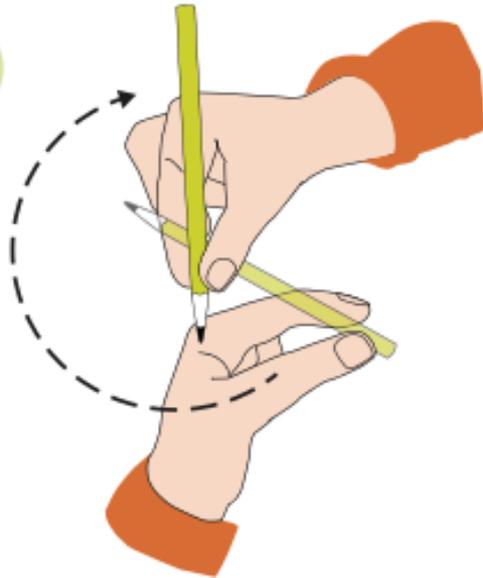


1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

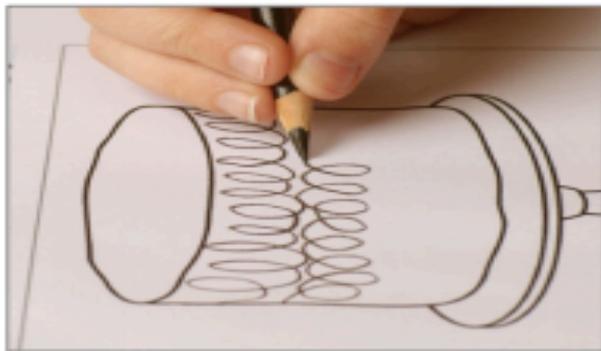
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3



FOUNDATION

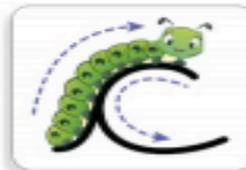
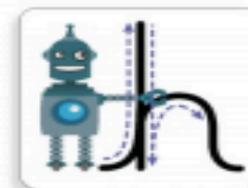
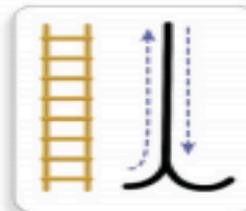


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.



RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



IMPROVE WRITING AT HOME

Improve physical development e.g., how children hold and control a pencil

Doesn't and (shouldn't) involve sitting down a young child at a young age and making them 'write'.

In order to be ready to write words and sentences they need **lots of experience** of the following activities: drawing, sand writing, rainbow letters, colouring, cutting with scissors, playdoh, threading e.g. loom bands, sticking,

Once they are beginning to hold a pencil and write and draw make sure they are holding the pencil/pen correctly

Letter formation, forming letters correctly and starting in correct position and direction



THE IMPORTANCE OF TALKING

- '**Communication and Language**' is one of the Prime Areas of learning, even more important than Literacy or Maths, it underpins everything we do in Early Years.
- When children are young they acquire so much learning through talk and play.
- We need to model good talking for children and always give them an example first especially if they don't know what to say. E.g. I have put in my box some swimming goggles because I like swimming. Try and model full sentences.



THE IMPORTANCE OF TALKING

- Great talkers often end up to be good writers, mathematicians and scientists. How can children write sentences if they can't say them?
- What should we talk about? (see handout for examples)



Sing and tell
nursery
rhymes

Talk about the numbers,
colours, words and letters you
see when you are out and
about

Allow your child to cut
out and stick pictures
from magazines

On a trip to the
supermarket, talk
about all the
different
packaging shapes

Cook / bake
together



Plant seeds or bulbs in
a pot or garden patch

Talk to your child at
every opportunity –
e.g. what you are
doing that day

Use the weather – shadows, rain
puddles, snow, wind, mist and sun
– to extend your child's vocabulary

Share a
book

Explore the park at a
different time of the
year – go off the
beaten track

RESEARCH SAYS:

One recent study estimated that children from the poorest households have heard 23 million fewer words by the time they start school than those from the wealthiest homes.

"We know that communication skills and language skills are the things that hold most people back later on."

"They should help parents overcome any sense of shyness or embarrassment about doing so, particularly in public," the report adds.

HOME LEARNING BOOKS

- Home learning tasks will be set weekly and sent out in the home learning books (as well as the school website!)
- Homework will be given on a Friday and must be completed and handed in by the following Tuesday.
- Do the homework with the children not for them!
- Talk to your child about the homework- explain it, break it down.
- Sometimes we want you to annotate and not for the child to record.
- Help your child, do it together.
- Parents are often the best teachers!
- ENJOY!

