


Literacy Information for Blue Class Parents

Autumn 2020

Life long impact of literacy

- * Literacy is the most important skill for your child to develop – being able to read and write will open up all areas of learning for your child.
- * Many research projects record the impact of being a regular reader on lifelong success.
- * Recent survey by the National Literacy Trust said that children's wellbeing is linked to their love of literacy.



Can you remember your
experiences of learning how to
read and write at school or at
home?

What did you find difficult?

Can you remember what you
enjoyed?

Can you read this?

Aonccdrig to rschceearh at Cdmaigbre
Utinervisy, it denos't mtater in waht odrer the
lteters in a wrod are, the olny itprmoent tihng
is taht the frsit and lsat ltteer be at the rghit
pclae. The rset can be a toatl mses and you can
siltl raed it wuothit a porbelm. Tihs is bcuseae
the huamn mnid deos not raed ervey lteter by
istlef, but the wrod as a wlohe.

Can you read this?

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◆ଝ୩୩□

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Early Years Foundation Stage

“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”

The early years foundation stage (EYFS) framework

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

The early years foundation stage (EYFS) framework

Literacy

Writing

- 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.

The early years foundation stage (EYFS) framework

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

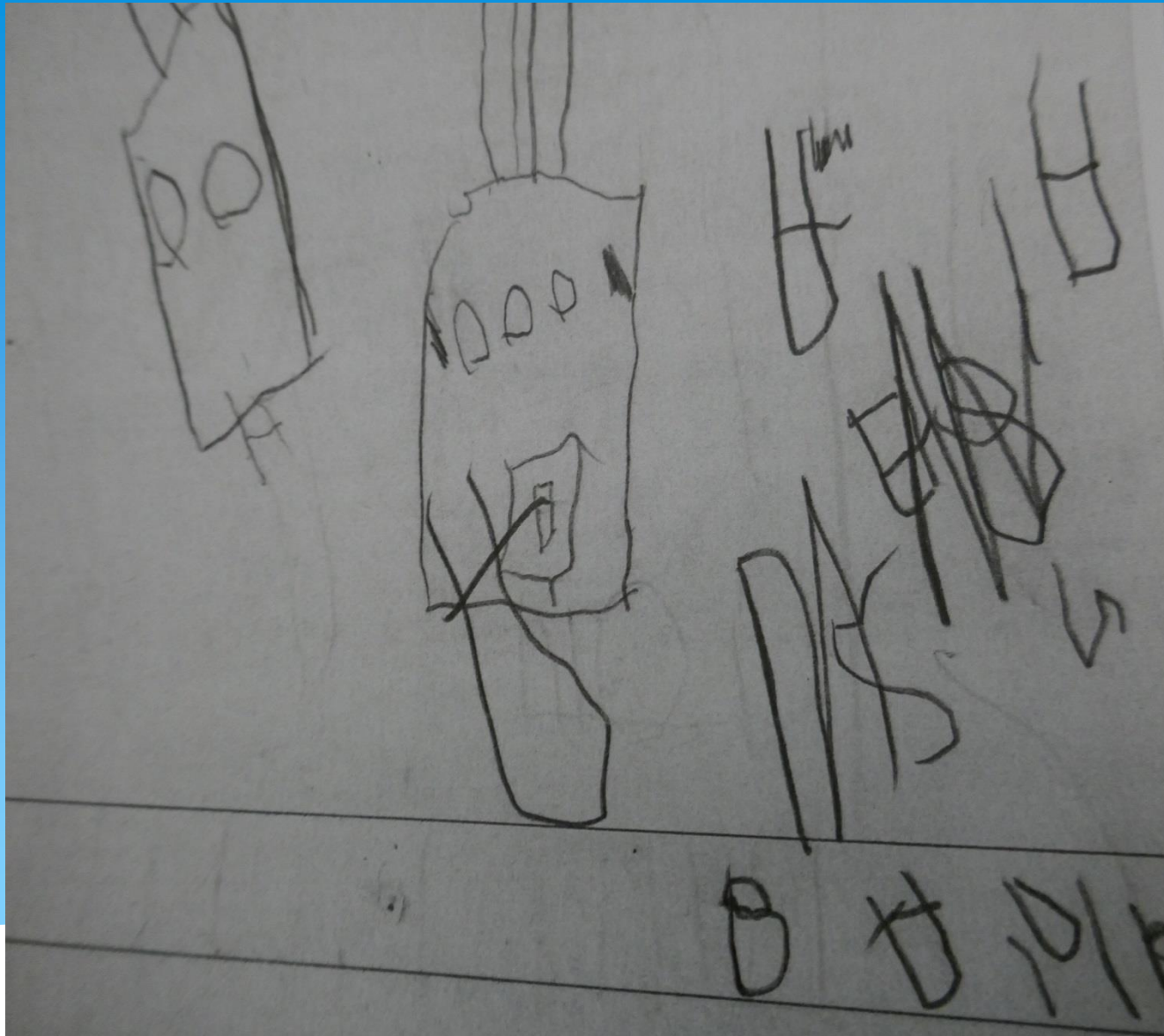
a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
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oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
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ue			ore		er					
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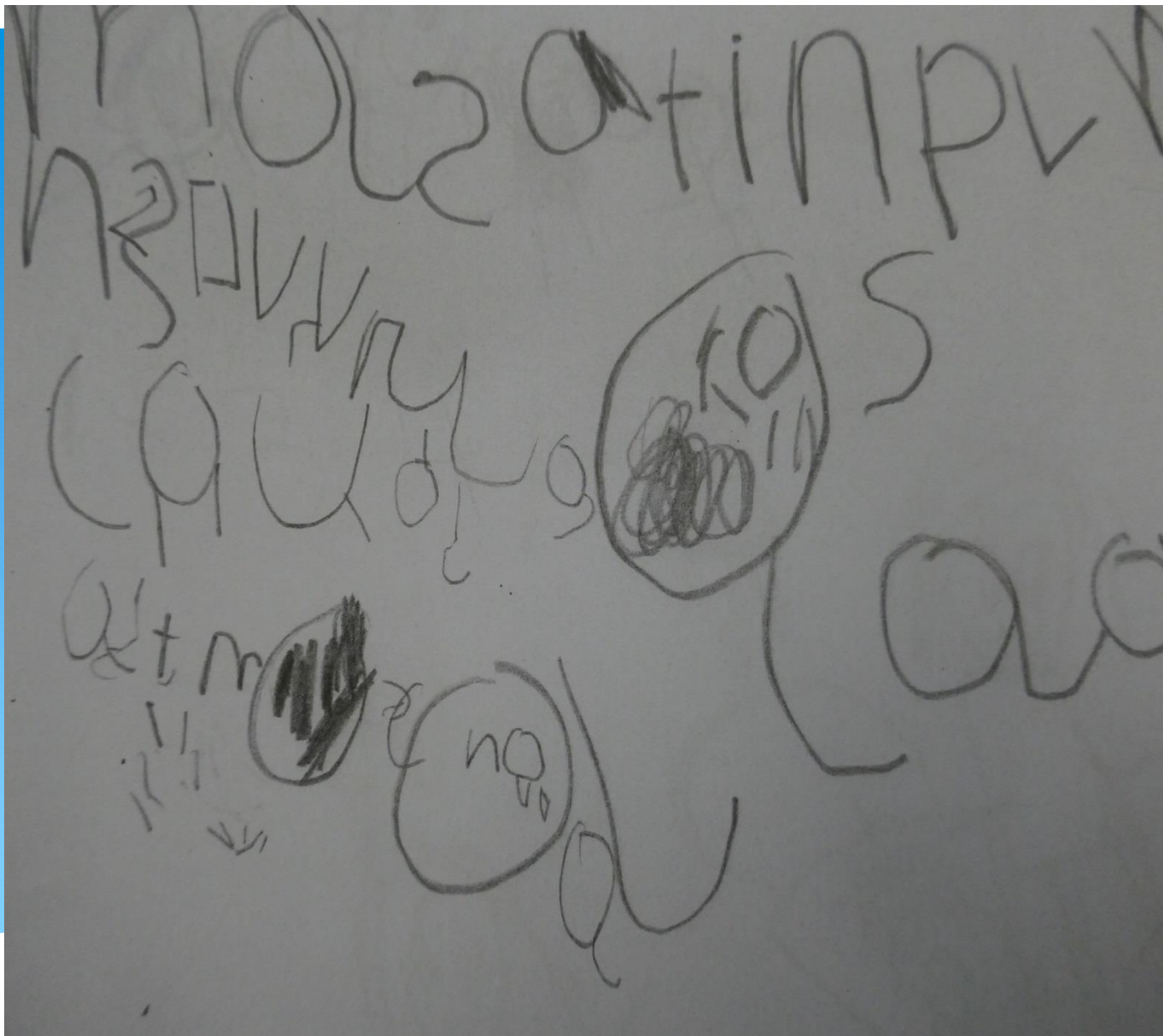
Red words – you can't sound out

I	to	no	the	into	go	he	she	me
we	be	was	you	they	all	are	my	her

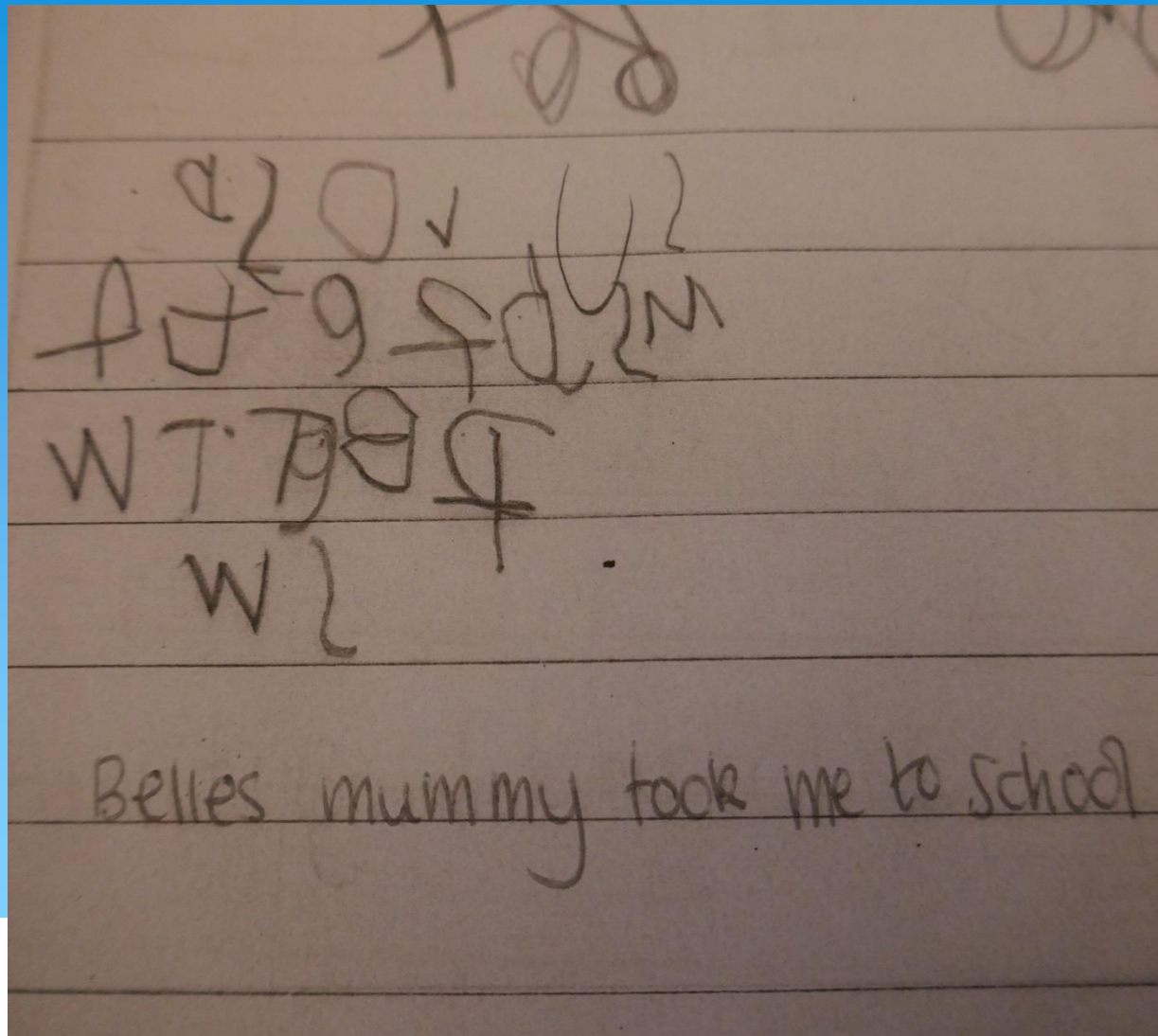
The stages of writing



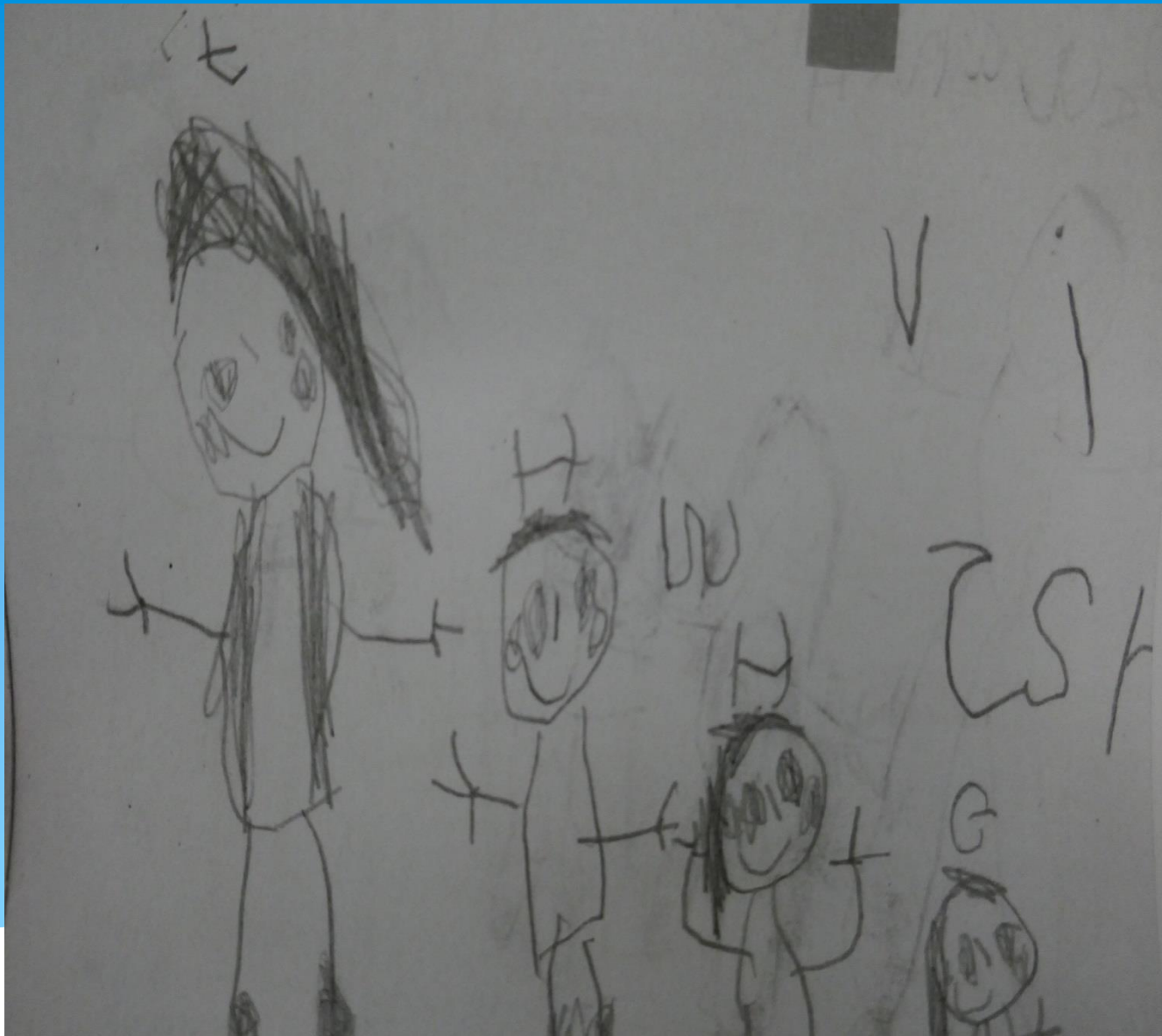
Making marks and symbols for meaning. Differentiating from pictures.



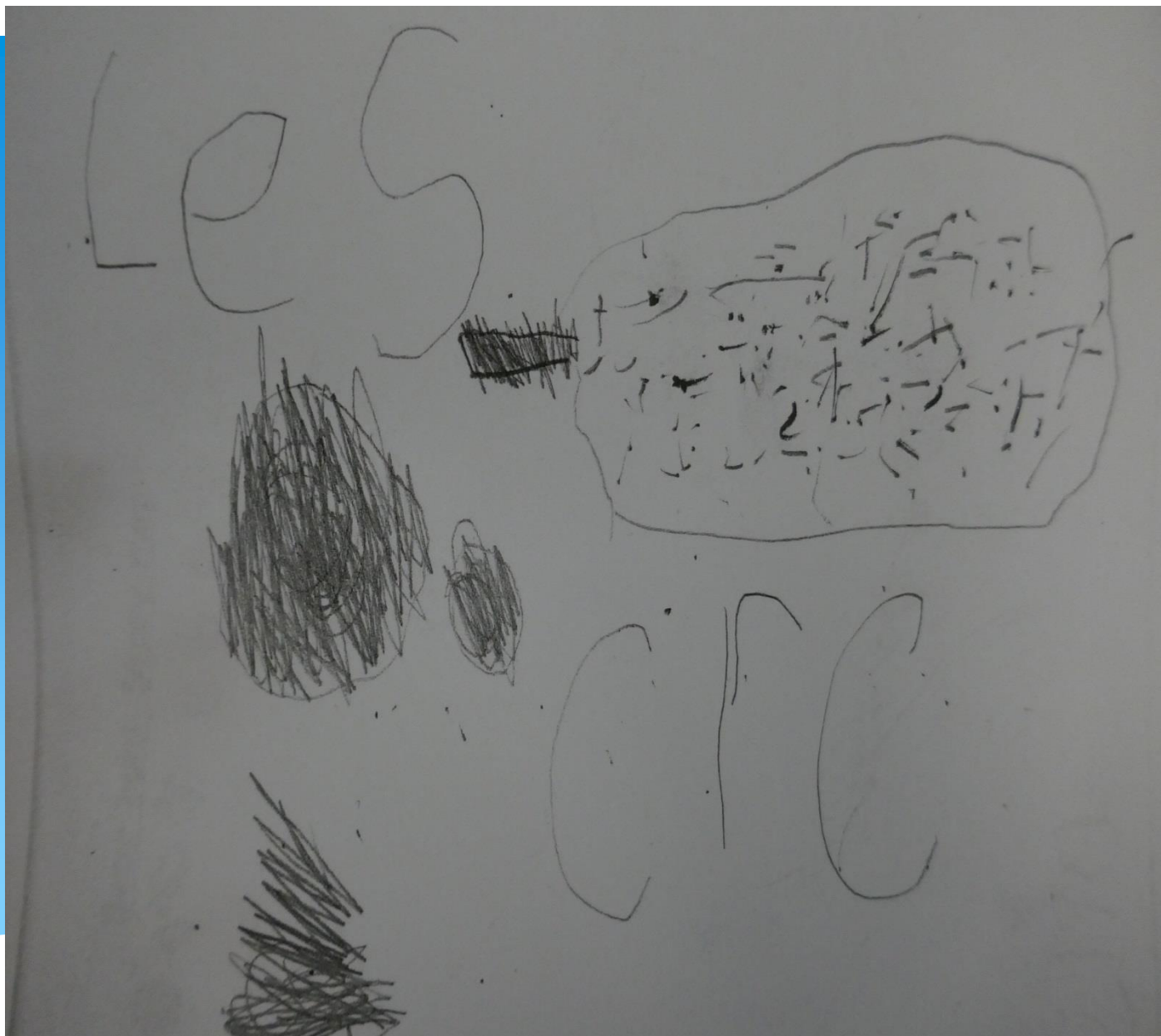
Writing with familiar letters.



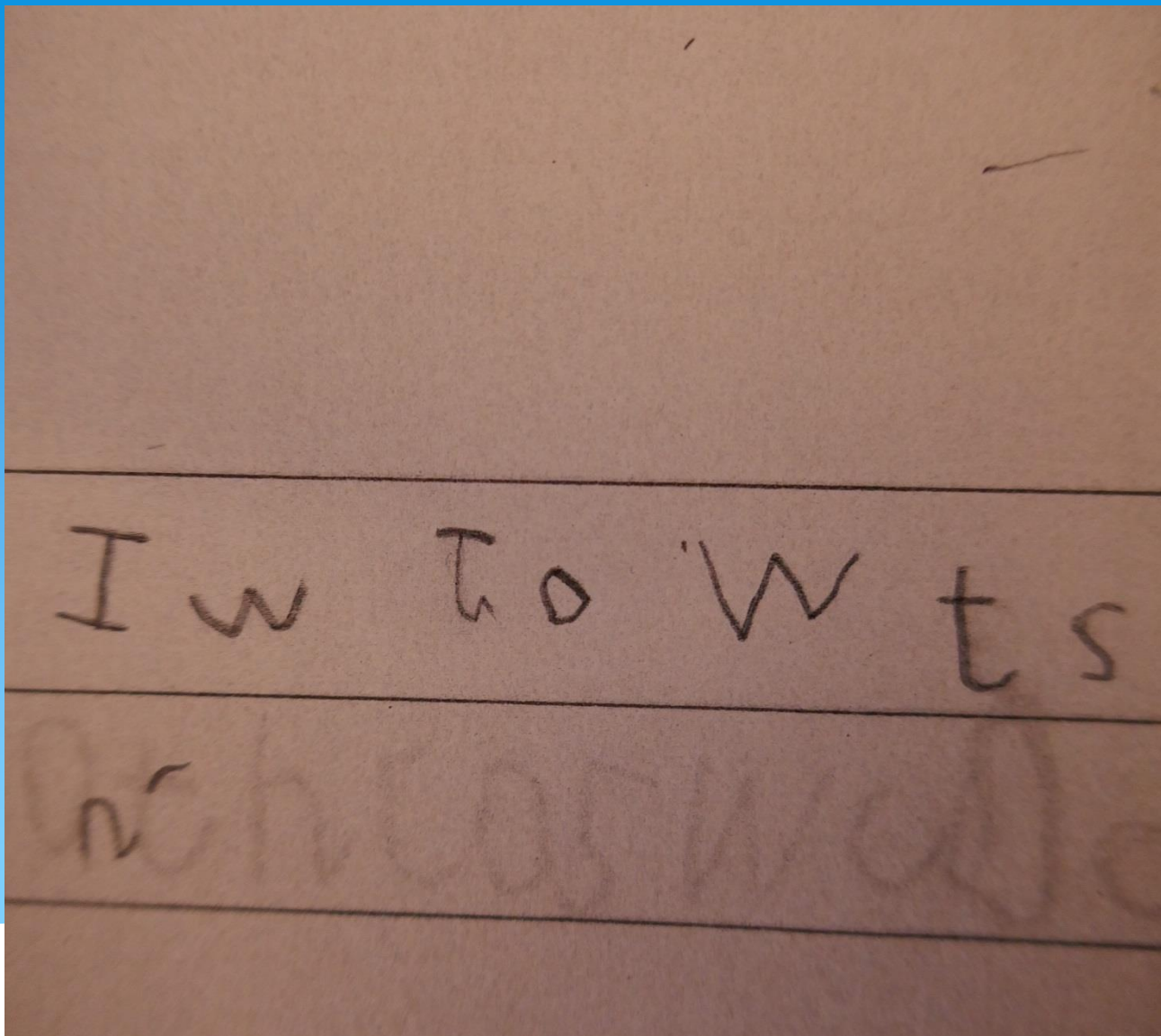
Giving meaning to familiar letters. Organising writing.



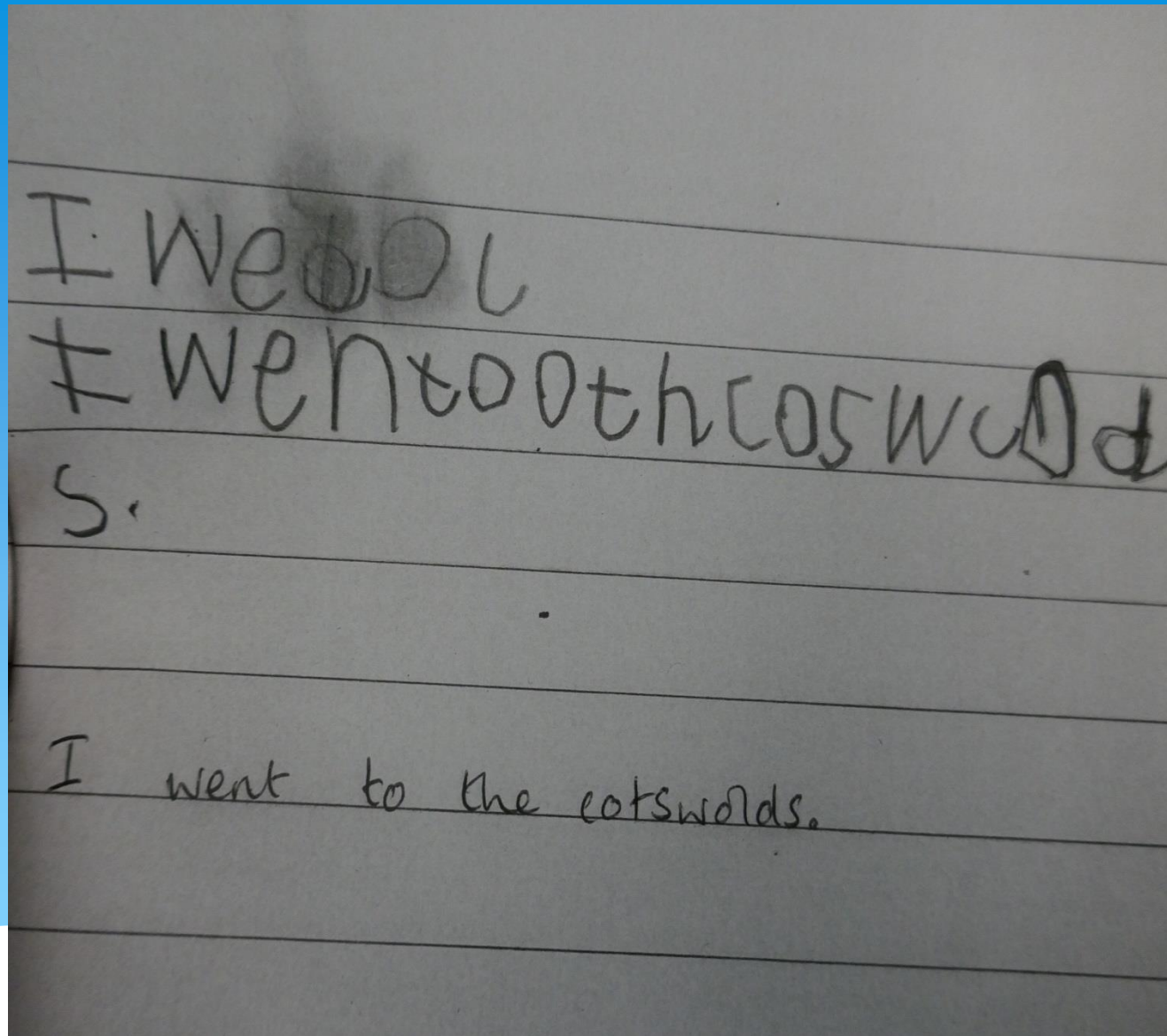
Writing initial sounds.



Writing sounds in sequence. (Leaves. Conker)



Beginning to form simple sentences. (I went to Waitrose)



Simple sentences that can be read by others. (I went to the Cotswolds)

2015/02/21
tHe MULVER
creeps tHe
CHICK WORM
it is WORM

I went to
my daddys
hodoss and
I Had A
MOOVEY party

big caterpillar
a butterfly.

Writing with finger spaces and some punctuation. Spelling some 'red' words (the, to, my) and simple common words (and, it, went, had) accurately. Using phonics to make phonetically plausible attempts at longer more complex words (worm (warm) moovey(movie)).

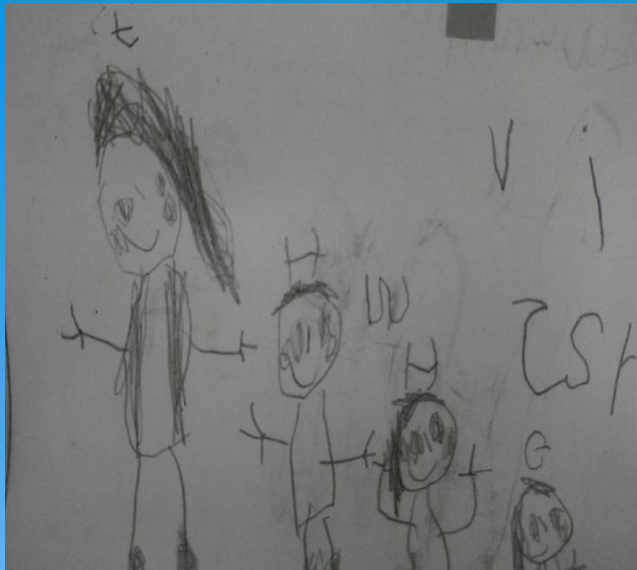
like ice cream.
I love my mummy,
love my daddy.
I love my baby.
I like going to the
park.

I would have ~~my~~ ^{my} hair and ~~my~~ ^{my} crazy
trousers. I would also have
black teeth and a
sard.

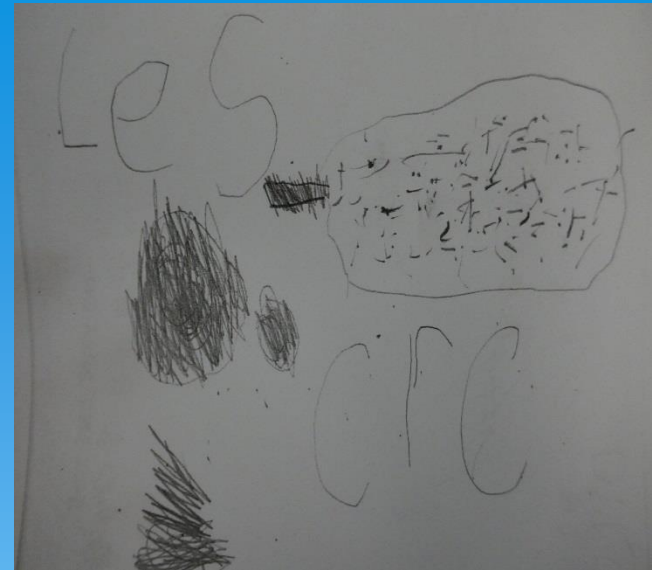
At the weekend I went to
the effort to back
smbodys on holiday at the
weekend smbodys mum
to my house for a
sleepover at my house
and I went in my
hot tub it was nice and
cool and my mummy ^{came} _{in}

Using more complex sounds to spell many words accurately (house, cream).
Writing with increased stamina, in detail, for a range of purposes.

1

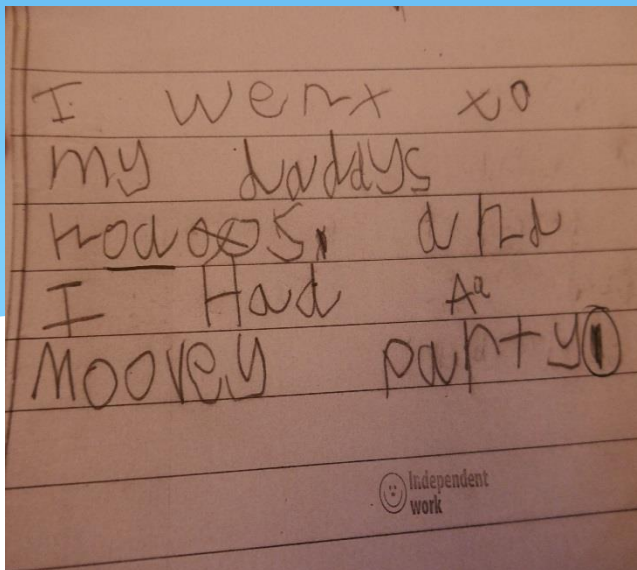


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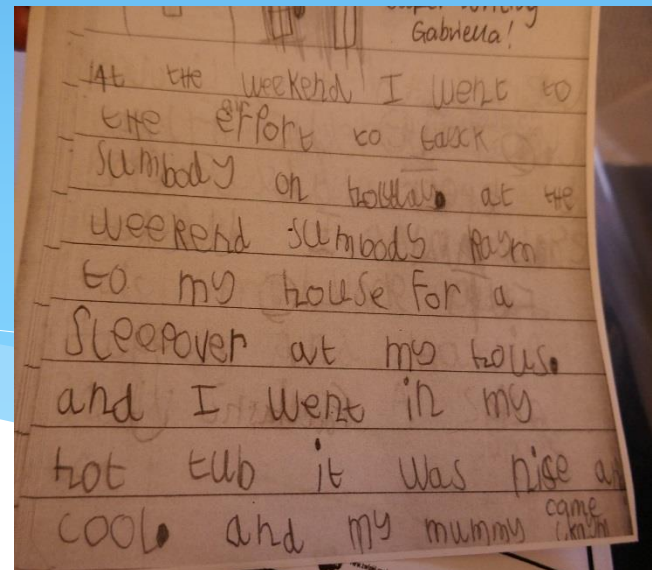


A real writing journey!

3



4



A den for baddies!

- * This is a lovely video to watch to see how a child's play supports their motivation to write.

4 areas of literacy to focus on

- * The physical aspects of writing
 - * holding a pencil, forming letters, ditties
- * Spelling the words
 - * Knowing what each symbol or group of symbols do - phonics or red words (common exception)
- * Inspiring quality reading and writing
- * Fun with words - using their toys & resources from home

Developing a positive attitude

- * Boost their confidence - take away any fear or worries
- * Reassure and praise whenever possible, particularly any mark making and using cursive letters
- * Focus on one thing at a time – ideas or spelling or handwriting – until their confidence builds.
- * Appropriate level of challenge.
- * Let them see you writing – shopping lists, cards or letters, perhaps even write them a story!
- * Let them see you make mistakes with your writing! They need to understand that we learn by making mistakes – we are always learning!

Ideas to support reading and writing

- * Ask your children to teach you the songs that they have been learning each week. Sing along together.
- * Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels.
- * Turn finding letters into a competition e.g. Who can spot the most “p” on a walk to the shops?

Ideas for writing

- * Write messages on funky post it notes or emails to each other.
- * Encourage them to keep a diary either for themselves or for their pet/ toy.
- * Write funny stories and letters to each other.
- * Regular writing to a relative or close family friend. There is nothing more magical than receiving a letter through the post.
- * Get them to make scrap books on holiday, write postcards, get a pen pal, write to their favourite pop group.
- * Writing a match report on a match they played in on the weekend.
- * Write a letter/ diary entry to their friend or teacher about what they have done over the weekend.

Sounds and Spelling

- * Use the letter sounds, not the letter names.
- * Try to avoid the 'uh' factor.
- * Playing games such as 'I Spy' or 'Letter Lotto' to get your child thinking about the sounds that are in a word.
- * Ask questions like: Which sound does it begin with?
- * Lots of songs and rhymes.
- * Check out the Read Write Inc section on the Oxford Owl website – fantastic resources for parents!

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

handwriting

Gross/Fine Motor skills

Before children can control the muscles in their hands, they need to develop their gross motor skills (those that need large or whole body movements).

- * use ribbon sticks to make large circular and zig zag movements in the air
- * swing and hang from climbing frames
- * lift and move heavy objects
- * paint with large rollers and brushes on a vertical surface (like a wall or easel).

As well as building up their gross motor skills, your children need to develop the fine motor control required to hold and manipulate a writing tool. They need to develop strength in their wrists and hands, and also a high level of finger control.

- * Use small toys such as Lego or squeezing play dough!
- * Build the skills needed for controlled pencil movements like tracing and copying curves, bumps and angles.

handwriting

Letter Formation

- * Help your child to form their letters correctly.
- * Use the letter formation ditties.
- * Start each letter with 'here we go....'
- * Play games to develop formation. e.g. your child tracing letters on your back – guess the letter, etc ...

handwriting

Benefits of Cursive

- * Enhanced spelling ability as children develop muscle memory of the movement of the word.
- * Reduced reversal and confusion of letters e.g. b and d.
- * Minimises erratic spacing between letters and words.
- * Long term cursive increases the speed and quantity of writing.
- * Long term cursive enables automatic, continuous and fluid handwriting leaving a child with more time to concentrate on their creative content ideas.

handwriting

- * It doesn't always have to be a pencil – mud writing, shaving foam writing, water writing!
- * Have a selection of pencils, pens, felts tips, different coloured paper, chalk available for handwriting.
- * You may find it helpful to have pencil grips/triangular pencil to help with pencil grip.
- * Encourage correct letter formation when your child completes his/her home-learning.
- * Children who experience some motor control difficulties often benefit from writing on a slight slope.
- * Ring-binders are the easiest and cheapest way to provide a slope when writing with your child at home.
- * Support your children in writing in lower case, NOT CAPITAL LETTERS.

Enrich their language

It sounds obvious but **talk** to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

Research says children have to hear a word **15 times** before they use it themselves.

Writing – top tips

- * Focus on one thing at a time – ideas or spelling or handwriting – until their confidence builds.
- * Appropriate level of challenge.
- * Let them see you writing – shopping lists, cards or letters, perhaps even write them a story!
- * Let them see you make mistakes with your writing! They need to understand that we learn by making mistakes – we are always learning!

Reading – top tips

- * Reading more basic books – smile and discuss 😊
- * Read lots of other books to develop ideas. Reading for pleasure.
- * Re-reading book to develop fluency and expression and understanding
- * Looking at pictures first – could do that by themselves!
- * My turn, your turn!
- * Not all reading is in books – magnetic letters, cereal boxes, little messages on the fridge, in their lunch box
- * Looking at punctuation, repeated words
- * Join the library – an endless supply of new books!

Read every day at every age

WHY?

- * to learn facts
- * to hear rhymes
- * to develop rich language
- * to go on adventures
- * to practise phonics in context
- * to capture their imagination
- * to inspire them to write themselves....

Any Questions?

* Do come and ask!