



Playing with sounds - first steps in reading and writing

Thursday 04 October 2012

Welcome everyone!



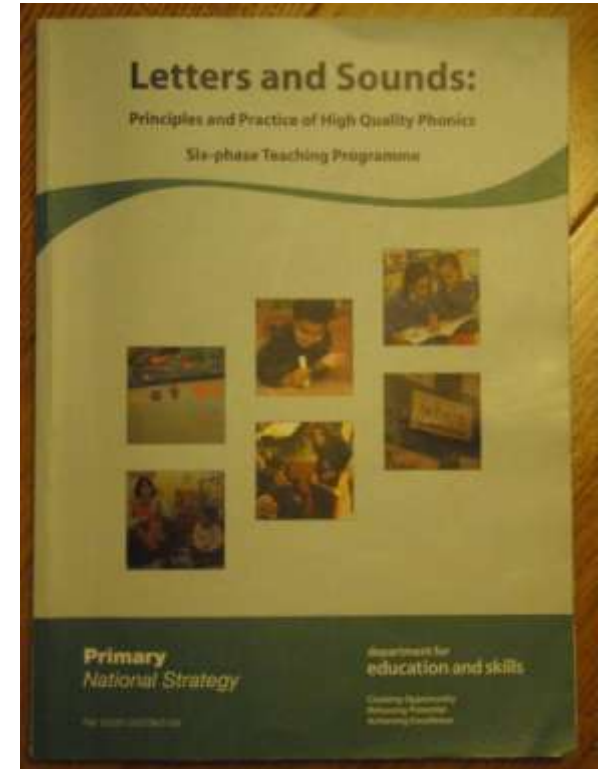
By the end of this evening we would like
you to:

- Have a deeper understanding of the complex process of learning to read and write
- Have some ideas about how you can support your child's learning at home



Background

- In 2007 the 'Rose Report' recommended that there should be a systematic progression to the teaching of phonics in every school
- This would involve quality play activities highlighting regular phonic opportunities through songs, rhymes and games
- Letters and Sounds - a six phase teaching programme. A direct response to the Rose Report
- During their time as a Sapling your child will experience Phase 1 of Letters and Sounds





Throughout Phase One the children work on their listening skills within the seven aspects of:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting - children tune into the sounds in words **ORALLY**

These aspects are 'dipped into' NOT chronological
Learning is always interactive, playful and fun!

Speaking and listening are the foundations for reading and writing



"I hear and I forget.
I see and I remember.
I do and I understand."
Confucius





As the children move into Ash (FS2) they begin Phase Two where the aim is to develop:

- Their knowledge of grapheme-phoneme (letter-sound) correspondences
- As soon as the children have a small number of grapheme phoneme correspondences, blending and segmenting can start
- Recognition of common (high frequency) and "Tricky" words

The learning remains play-based, through games and fun!



Phase 3

- Another 25 graphemes, many of them comprising of two sounds
- CVC blending and segmenting
- The names of the letters
- To apply their knowledge of blending and segmenting to two syllable words and captions
- To read some more tricky words and to spell some of them

Phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal.

The pronunciation of the
sounds is of paramount
importance.

Let's have a go!



Phonics aerobics

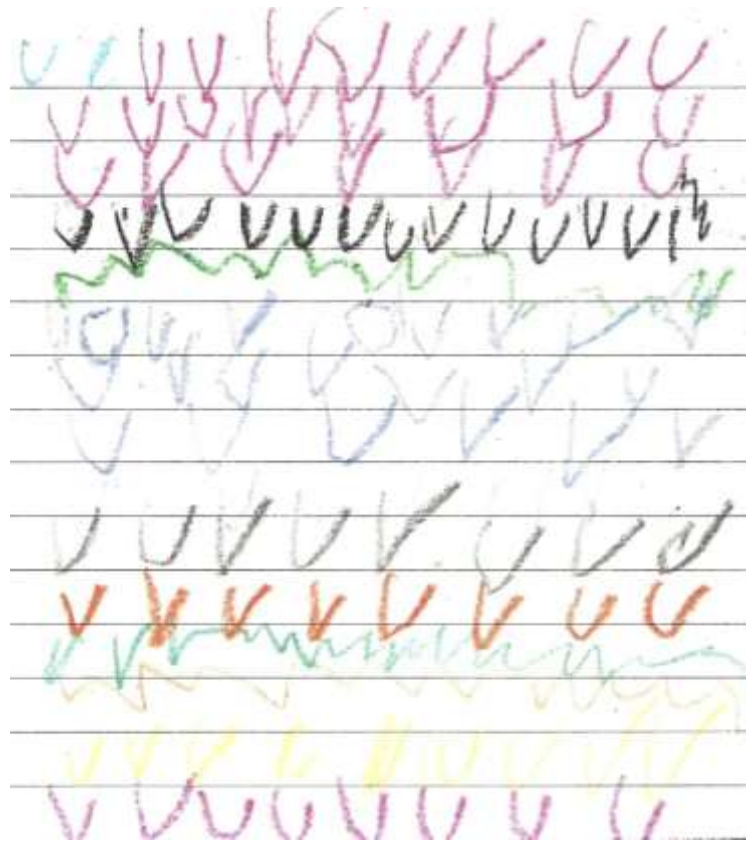
Yippee!!!

When you curl up with a book with your child make sure

- It is what you both want
- You are comfy
- There are no distractions
- There is no pressure on time
- You encourage your child to discuss story, predict the ending
- You talk about the characters
- You discuss whether or not you enjoyed the book







Early writing

Stages of emergent writing



Hector Protector was dressed all in green.

JMiomie I like me
 Mjetie like me
 Ijiefek fget me
 Jelfgejibimeietoo
 oetjnobqetieietoo
 qatamojetetom
 memmoietetom
 ARMIETJMEOTMIA

3. Own name becomes significant feature within letter strings

2. Uses some clearly identifiable letters to communicate meaning

1. Experiments with mark making, sometimes ascribing meaning to the marks

Dear ^{my} ^{message} mesome eil
 We ^{have} hto molt
ATOPUN



4. Attempts writing for a variety of purposes

I wet to the
 playground I pried
 wiv this tveys
 I wet to
 tust iwy 2
 BS acty not
 atny ant of
 the us

I went to the playground I played with the toys. I went to Toy Story 2 Buzz Lightyear knocked Anthony Ant off the leaves.

5. Uses phonic knowledge to write simple regular words and makes phonetically plausible attempts at more complex words

A shopping list

Ricicles

Coco pops

Milk

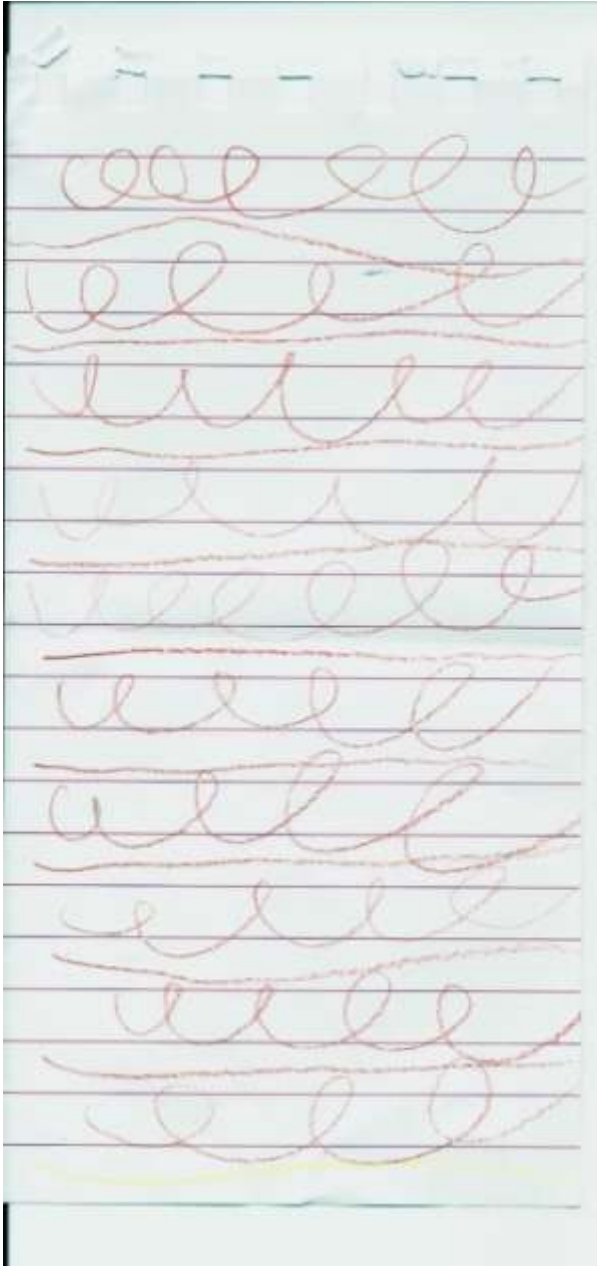
Pink milkshake

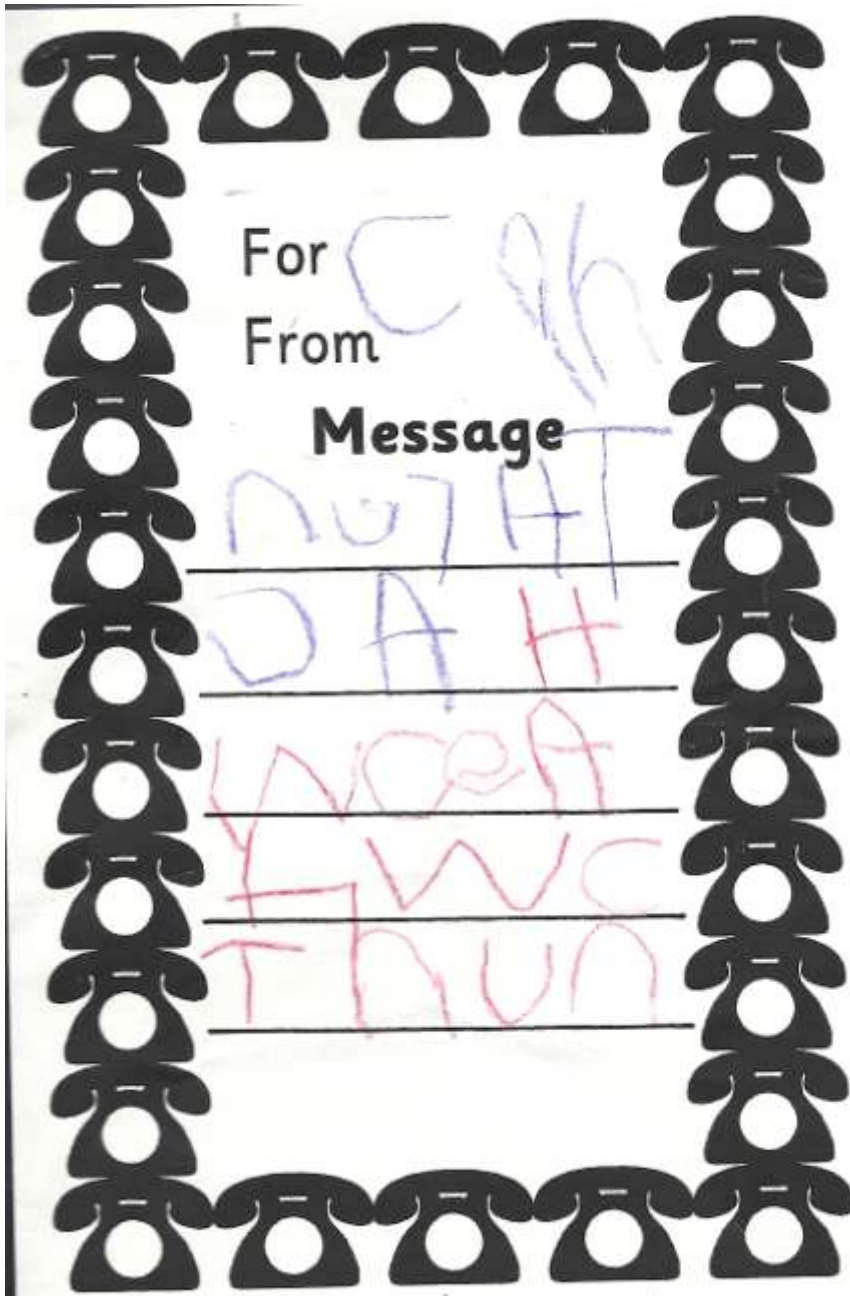
Bread

A ball

A pumpkin

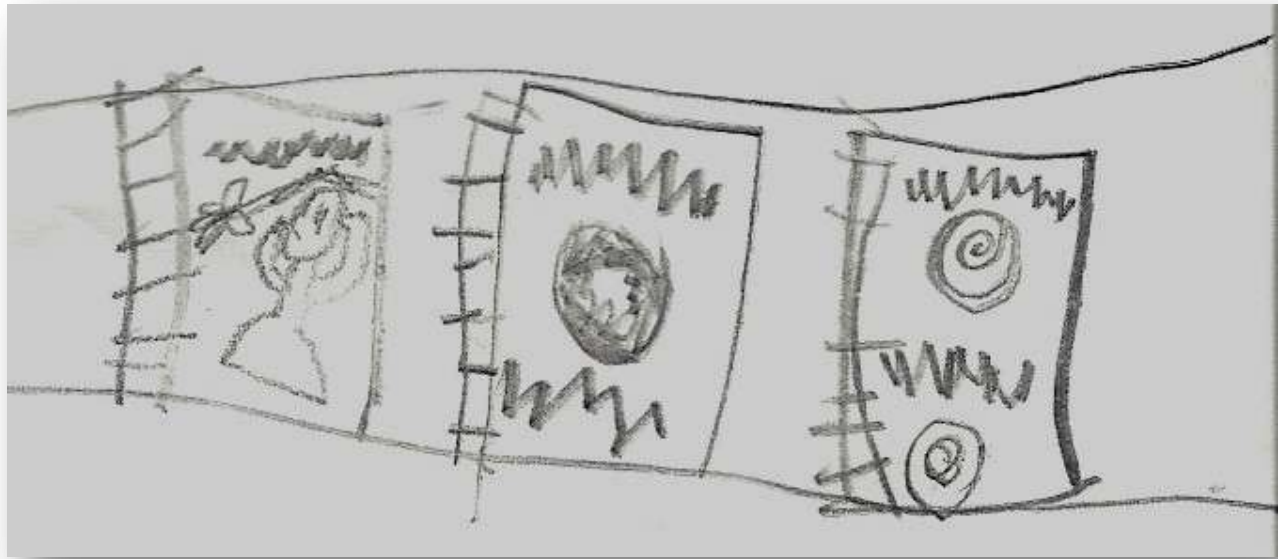
Bananas (at my suggestion and
written in yellow)

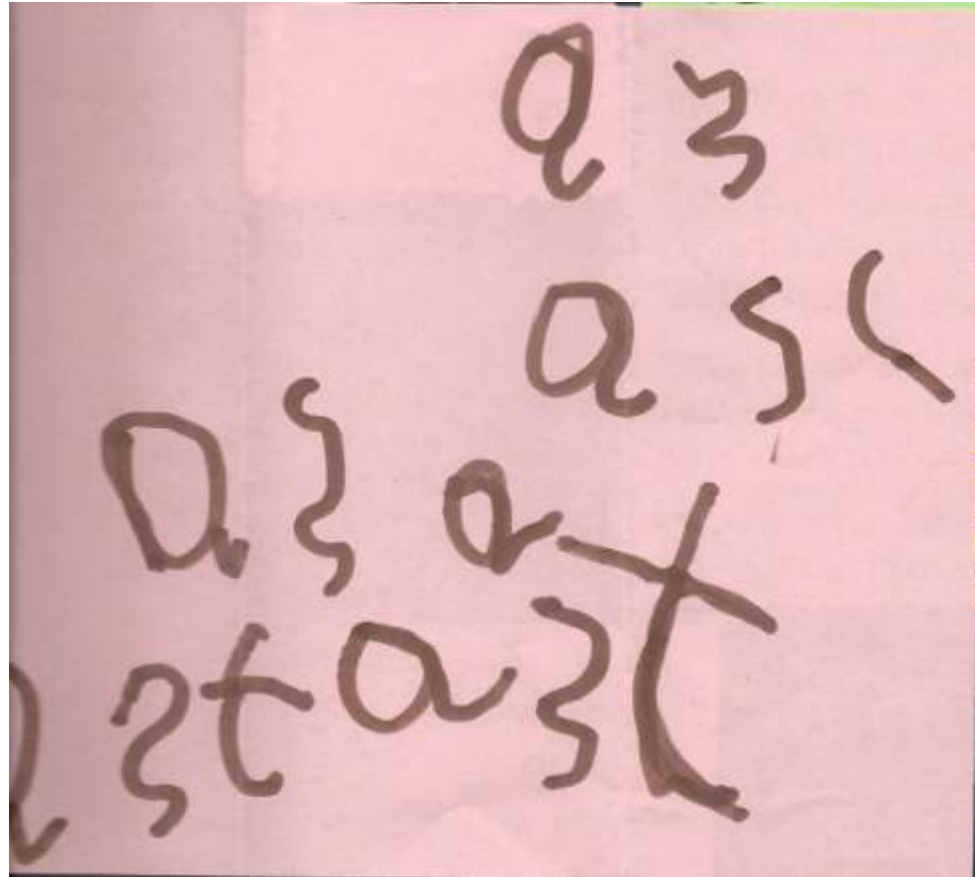




A telephone
message
"Your mummy
has called"

Ila "That one's called shells,
that one's called plant and that
one's called I've got a headache"





"lots of s a t s"



- If they write it - they own it - they can read it
It will have purpose and meaning
- Let them see you writing
- Encourage them to "have a go"
- The more **real** the situation the better e.g. shopping lists, messages, recipes, ingredients, wish lists, lists of any sort, birthday cards, diaries



Working together, using a consistent approach will ensure happy, confident readers and writers



Before writing - gross motor skills

- Balancing
- Climbing
- Riding bikes and scooters
- Skipping
- Painting (large scale)
- Digging
- Dancing
- Swimming
- Big brushes and water
- Sweeping
- Ribbons to wave
- Big bricks

Moving on - fine motor skills

- Picking up small things - with tweezers, chopsticks
- Playdough
- Constructing - lego etc..
- Jigsaws
- Mark making
- Cutting
- Computer keyboard
- Painting
- Gloop, soapflakes etc...







Everyone knows learning must be serious and difficult and you must remain seated at all times. No fun allowed.



“I would like for all children to leave
the Foundation Stage interested,
excited and motivated to learn”

Lesley Staggs (Foundation Stage Director) 2003

We agree!

Thank you for listening!

