



The importance of those Early Years

One of the most important things children learn in the early years is about themselves – that is, they develop a picture of themselves that affects the way they approach any situation, task, or relationship with another person. In other words, they develop a self concept. An important part of that self concept is the picture they have of themselves as learners: is it okay to be curious, to explore, to ask questions, to tackle problems, to try to figure things out, to experiment? Is it okay to try something and fail sometimes? Being a good learner means having a go, seeing yourself as capable, and taking reasonable risks. DFE

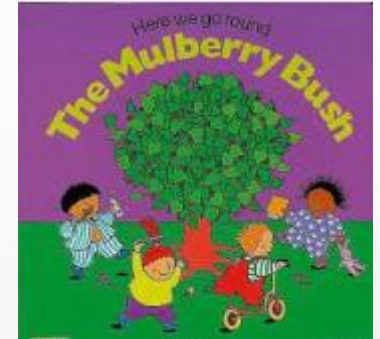
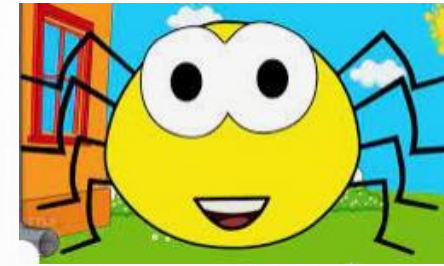
<http://www.smallstepsbigchanges.org.uk/biglittlemoments>

The image features a light gray background with a subtle gradient. In the top-left and bottom-right corners, there are clusters of realistic water droplets of various sizes, some overlapping. A faint, circular watermark is visible in the upper center of the page.

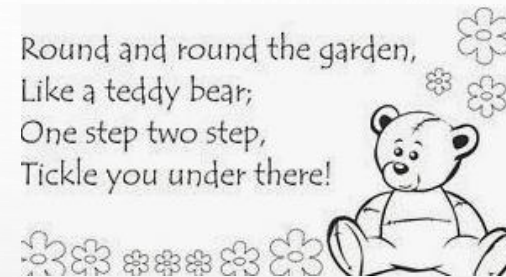
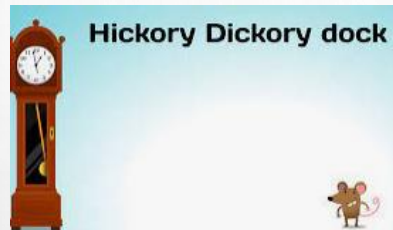
TOP TIPS FOR BEING A LOVELY LITERACY LEARNER.

In Phase 1 phonics, children are taught about:

- Environmental sounds.
- Instrumental sounds.
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')



Nursery rhymes – how many do you know?



Repetition and rhyming are such important skills needed for early reading and writing.

Read at home every day .





• Does your child see you read?



How can you help your child if you or they are struggling?

- Use the pictures to tell a story and make predictions
- Re-tell a story after reading to check understanding
- Talk about your favourite part
- Ask questions about what they have read – even a very good reader struggles with this
- Discuss the vocabulary in the book – can you think of more interesting words that could be used instead?

The reading framework

Teaching the foundations of literacy

July 2021

“pupils who fail to learn to read
early on start to dislike reading.”

Help your child to achieve the Reading Garden steps in their class.

Every 10 school books read at home wins a prize!!



Read at home every day.



Use good
vocabulary .

Getting started

I CAN's
Talking
Point

Speech, language and communication (SLC) play a vital role in our lives. Being able to talk to and understand other people, makes it possible to do things like:



Communicate
with our families



Buy things at
the shops



Watch
television



Build
relationships



Socialise



Learn

Fortunately, most children do learn to communicate.
Children start to develop communication skills from birth.

**They rely on these developing speech, language
and communication to be able to learn at
school and play with their friends.**

They need these skills to reach their full potential.

Children need to:



- ✓ Learn to understand words, sentences and conversation
- ✓ Learn how to talk using words and sentences. This is often called 'expressive language'
- ✓ Say speech sounds correctly so they can be understood by others.
- ✓ Know how to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend. This is often called 'pragmatic language'

Children develop SLC skills at different rates. Some develop quickly, while others may take longer.

It's important to remember that children begin to understand words before they can say them.





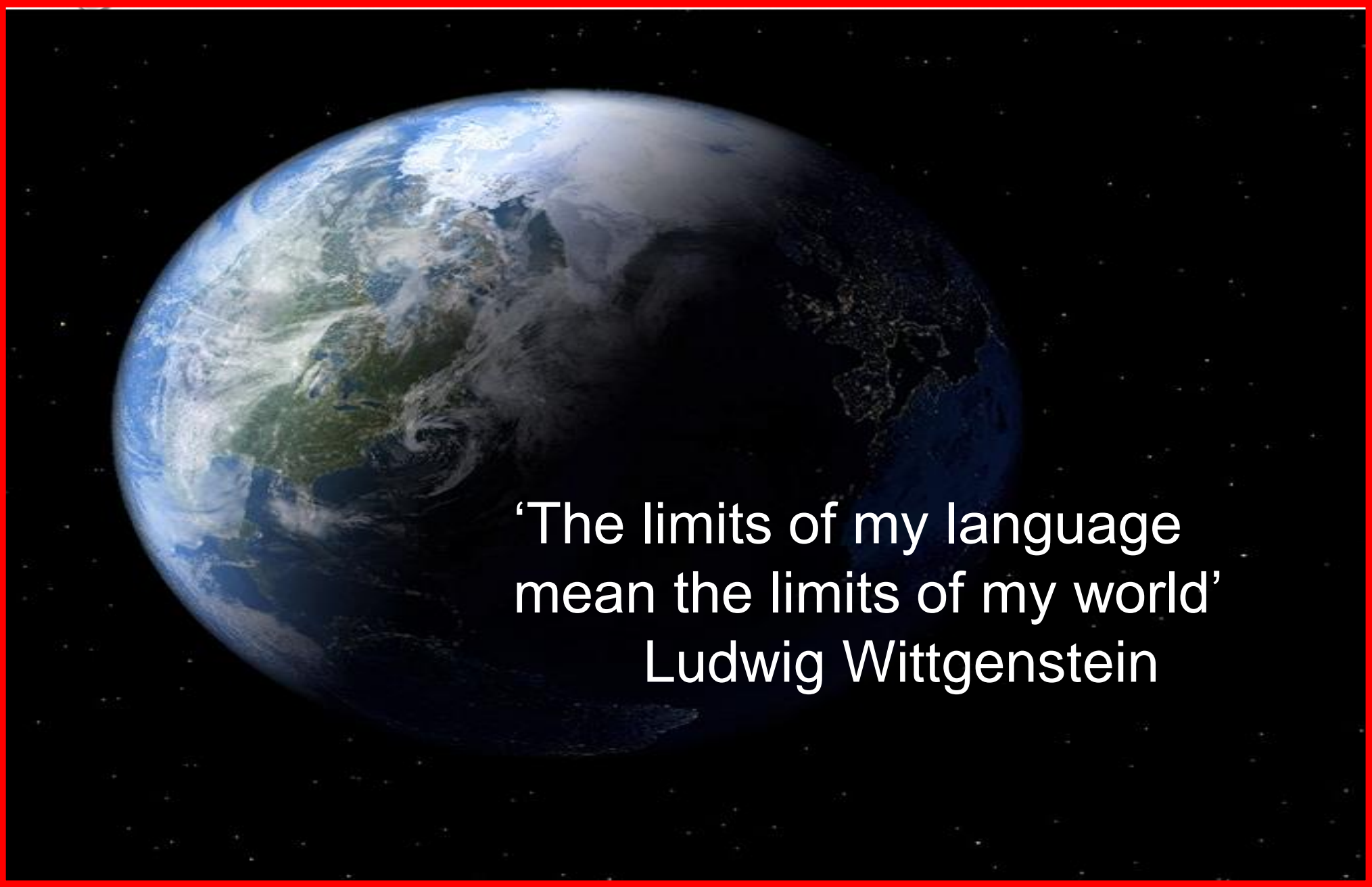
<https://ican.org.uk/i-cans-talking-point/parents/ages-and-stages/>



About Words for Life

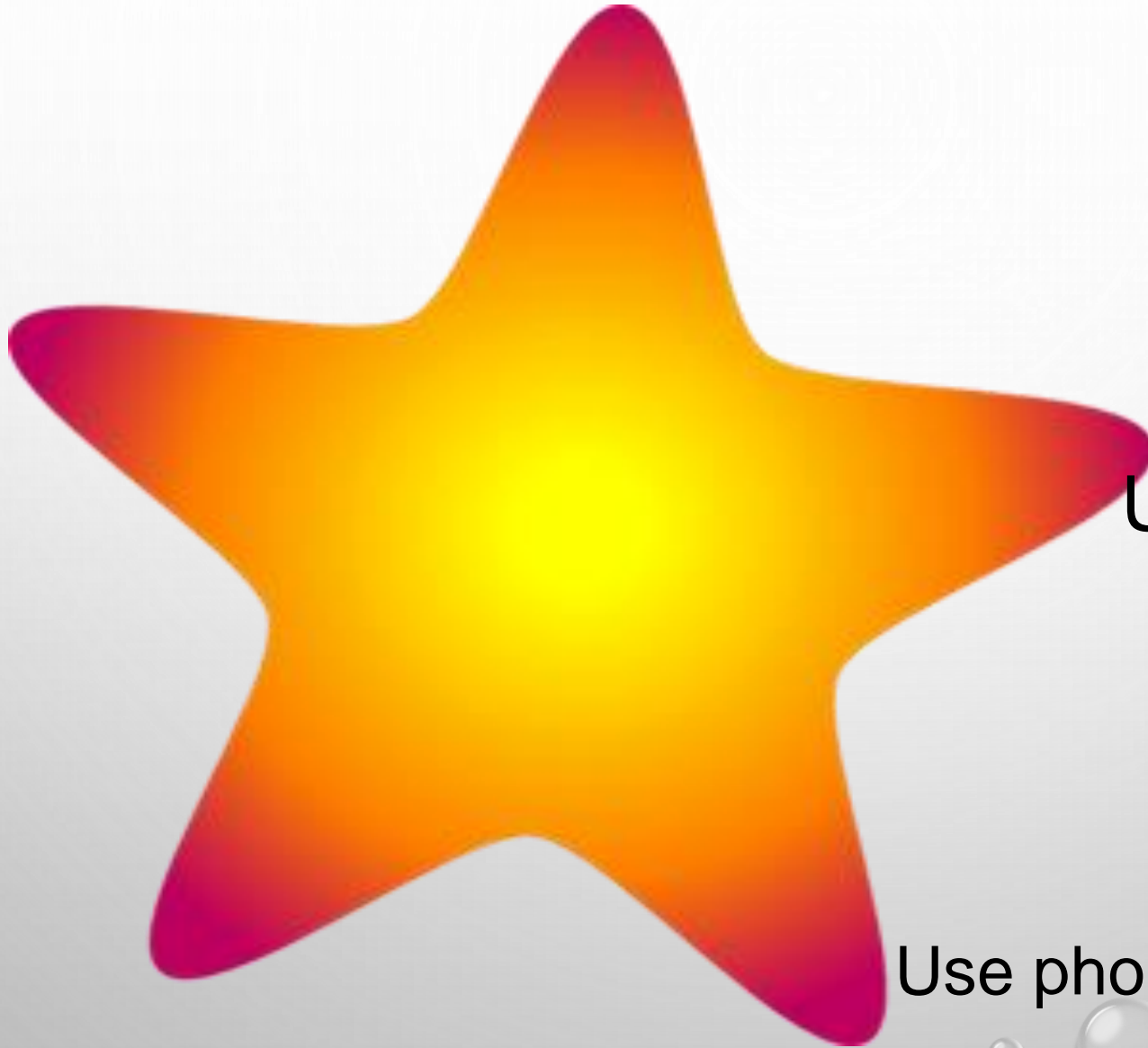
Words for Life is created by the National Literacy Trust c

<https://wordsforlife.org.uk/>



‘The limits of my language
mean the limits of my world’
Ludwig Wittgenstein






























Read at home every day.



Use good vocabulary .

Use phonics to read and write .

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk



Pronunciation of sounds is so important

https://www.youtube.com/watch?v=BqhXUW_v-1s

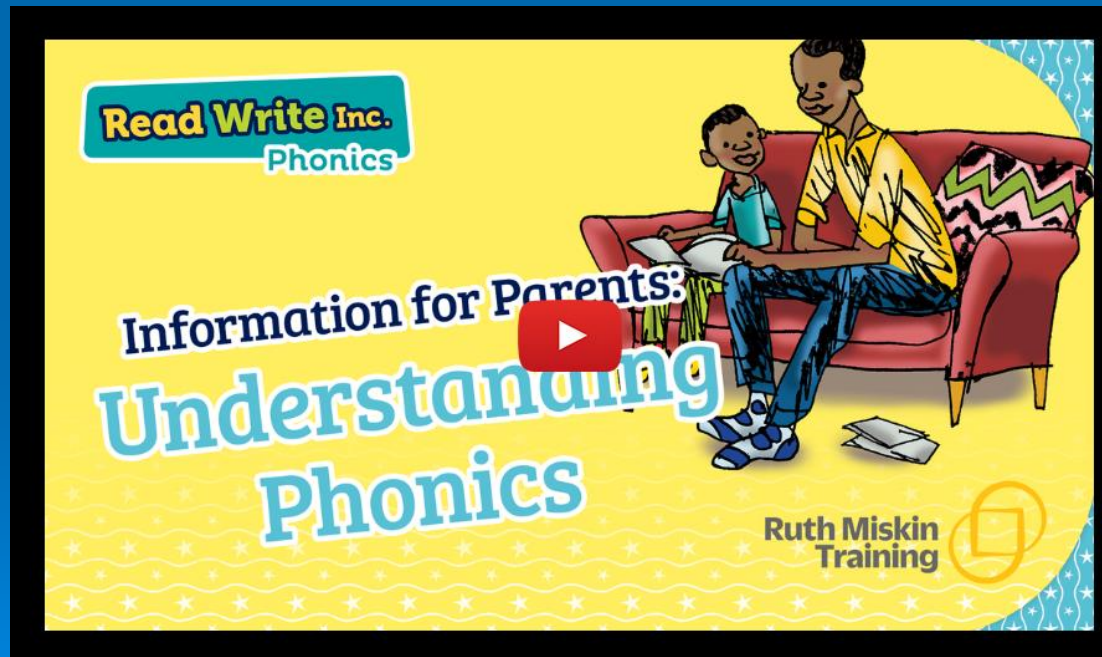


Read Write Inc.




What is Read Write Inc?

- <https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1>



What is Phonics?

- Phonics - the sounds that our alphabet represent.
 - We have 26 letters, 44 sounds and 150+ ways of writing those sounds!!
 - It is the most difficult language to crack!
 - We need to make sure our children learn these sounds quickly and that they are embedded. The best way to do that is have fun learning, but also repeat, practise and repeat again and again and again!
- 
- The bottom of the slide features a decorative graphic of several concentric circles, resembling ripples on water, in a lighter shade of blue against the main background.

How Do We Teach The Sounds?

Speed Sounds

The sounds are split up into sets.

There are **BOUNCY** sounds...

...and **STRETCHY** sounds!

The bottom right corner of the slide features several concentric, light blue circular ripples, resembling water droplets hitting a surface, which add a visual element to the text.

Set 1 and Set 2 Sounds

Set 1



Simple Speed Sounds

Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Today's sound is....

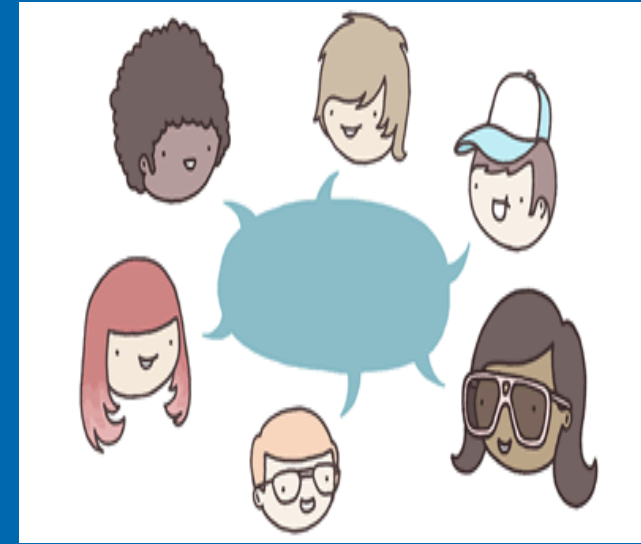
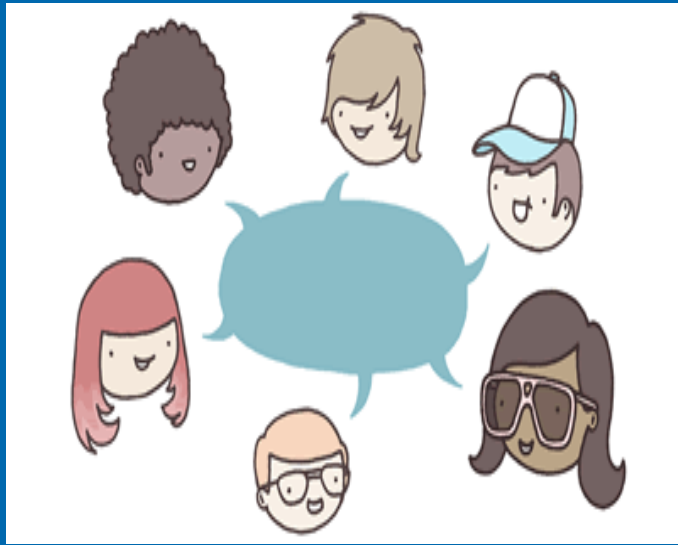


g



My
turn!





Your
turn 😊

TTYP

Turn to your partner!



Pure Sounds

- It is vital that we teach our children to pronounce the sounds correctly.
- We call these *Pure Sounds*.
- <https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>



Blending Sounds

- Once the children have learnt some sounds they can start to blend them to begin to read words.



Fred Talk

- Fred the Frog helps us to learn our sounds!
- He only speaks in sounds!
- He helps the children listen to the sounds and begin to blend the words without reading them.
- **Let's see if you can do it!**



Word time

- Fred is not the only way we teach children to blend sounds.
- We use the letter cards and magnetic letters.
- This section of the lesson is called **Word Time**.



....and now
write it!



Rhymes to Write!

- To help the children write the sounds we use a rhyme to help.
- These link to the letter pictures.
- When the children write, they sit at desks. They are taught the correct sitting position and pencil grip.



Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



Writing Words

- Once the children are secure writing some letters, as with reading, we begin to blend the letters to write some words.
- Fred is back!



Fred fingers



Reading with Fred Talk

m a t

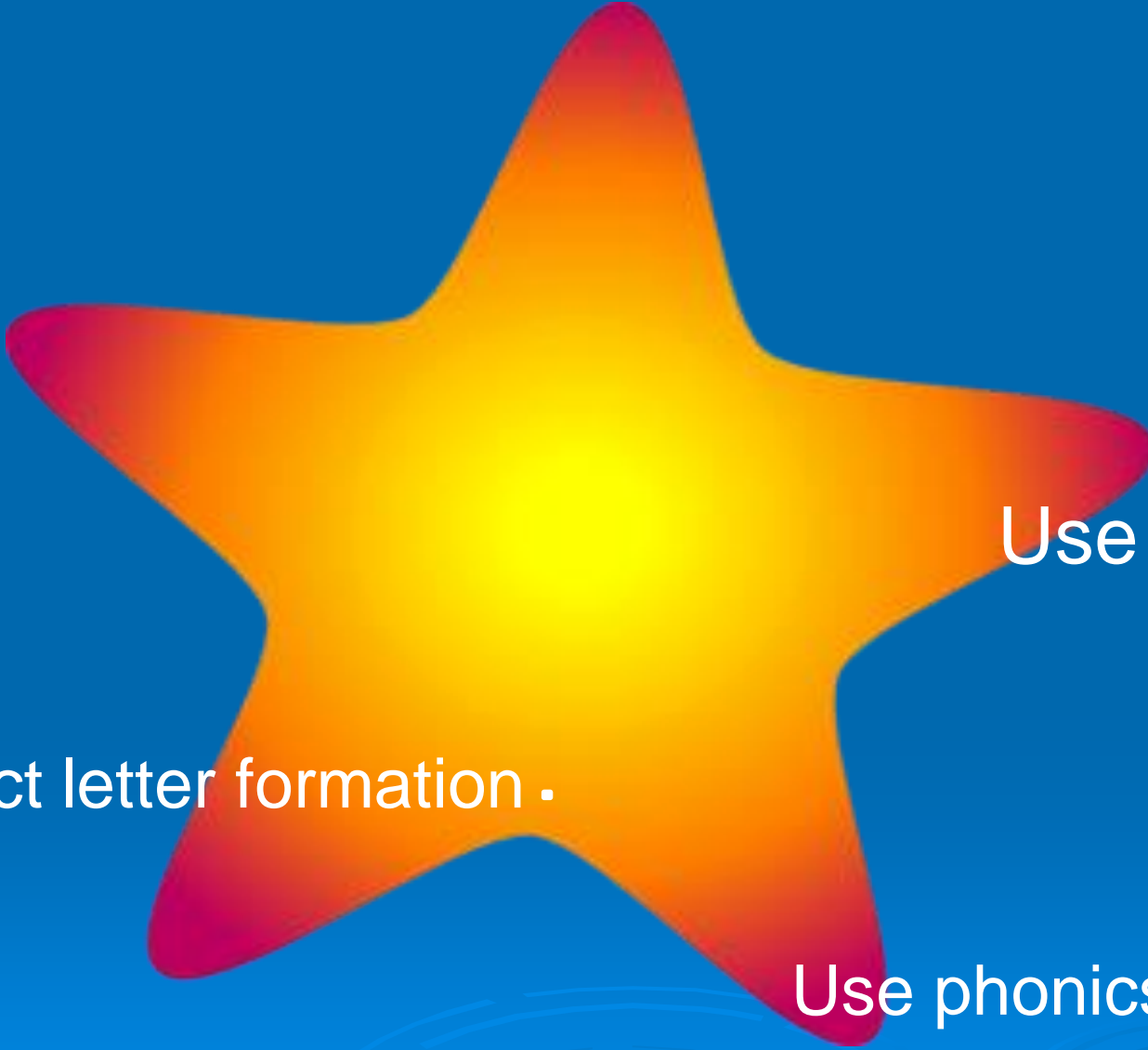
mat

Read at home every day.

Use good vocabulary.

Use of correct letter formation .

Use phonics to read and write .



Which is correctly written?

ben

Ben

BEN





The Journey of Physical Development

*Fine motor progression and
handwriting*

Where we need to get children to...

Writing ELG: Write recognisable letters, most of which are correctly formed

Fine Motor Skills ELG:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG- Age related expectations at the end of Reception for writing

Where we need to get children to...

I had my first surprise
it is special

dot truck!

Mum
dad
Grandma
Uncle Tom
Auntie
Sarah
Hudson
Cindy

Jordan's gang
cas
pees for
tooms
Moores
Chollet



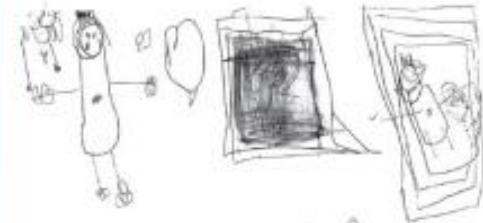
caterpillars et
lefts. They
hav lots
of legs. He
was a caterpillar
mya



pleze dont
BRAY the
case



I watched a
dinosaur movie
It was so fun
exciting



I went to
London I saw a horse
long I went to
the moose
m

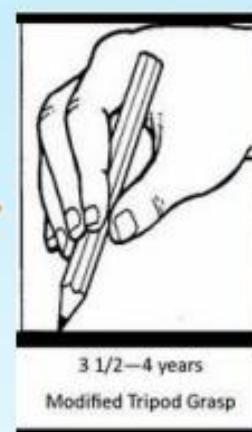
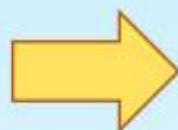
ELG- Age related expectations at the end of Reception for writing

One of the biggest barriers to writing is physical development



Strategies to help develop children's grip to the next stage of development

Fine motor activities that focus on a particular physical skill



SCOOPING STATION



Scooping
Nuts and bolts
Hammering



Pegs
Manipulating
materials
Squeezing bottles



Tweezers
Holding pom pom in palm
Threading



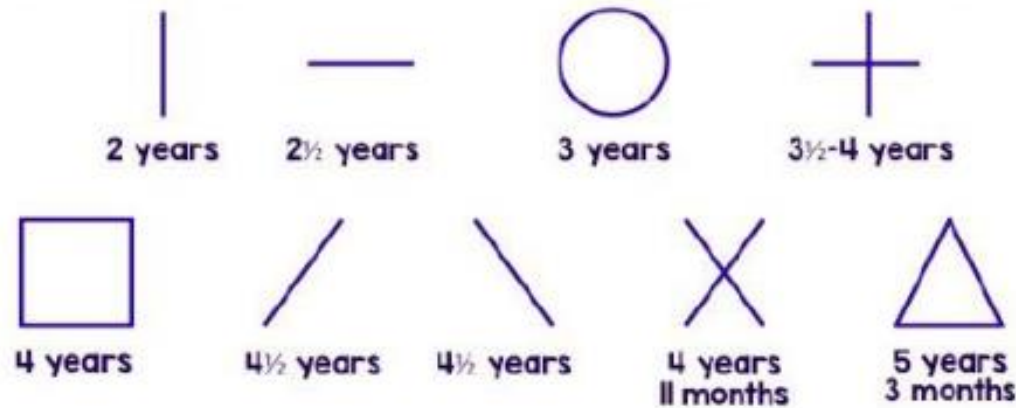
Look at the differences between a typical preschool child's hand (left) and a typical 7 year old hand (right). I have parents asking regularly why their preschool aged child isn't able to write yet. This is why! Their hands are still developing and are not fully formed. So what should they be doing to support this? PLAY!! Playdough, colouring, cutting, gluing, playing outside, digging in dirt, sensory play, dress up play, science experiments, beading, puzzles, throwing balls, etc. All of these things help their hands develop. When they are physically ready to write, they will! No need to rush them, they will show you when they are ready!



Developmental Stages of Pencil Grip

The Beery – Buktenica Developmental Test of Visual- Motor Integration

Writing readiness can be guided by the child's ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.



Next step- pre-handwriting patterns and shapes,
large and small scale

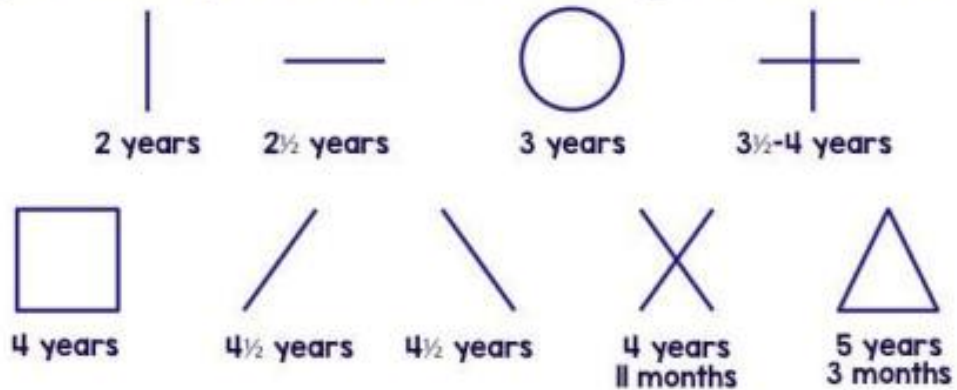


<https://www.youtube.com/watch?v=0gcHZqGVk2A>

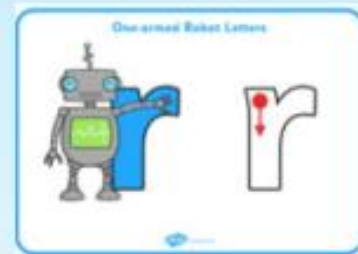
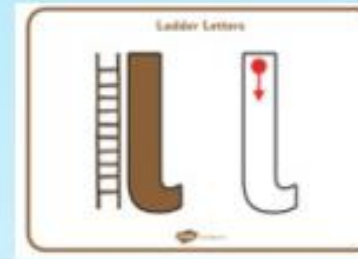
How do the developmental stages of pre-writing shapes link to handwriting letters?

PRE-WRITING SHAPES

Children should be able to form these 9 pre-writing strokes before asking them to write.



Children who can adequately draw the oblique cross can copy a significantly higher number of letters than little ones who cannot.



Name Writing:



Handwriting – how does your child hold a pen?

- <https://www.bromleyhealthcare.org.uk/explore-our-services/childrens-occupational-therapy/>



About this tool

This tool provides a set of screening questions devised to help you establish which of the activity sheets, equipment or strategies are appropriate for your child.

How to use it

1. Answer the following questions
2. Complete the recommended activity
3. Trial the recommended equipment
4. Implement the suggested strategies
5. Review the impact

Back to reading!




What does your child think of books?

Do they see you read?

Do they respect the physical book?

Reading Books

- This is the **BIG change** and where we need **your help**.
 - RWI only gives children books that contain the sounds they know.
 - They read a book in class with a partner. This book is matched to the sounds they know.
 - They read the book 3 times:
 - First read – decoding
 - Second read – fluency
 - Third read – comprehension
 - They also bring this book home to practise.
- 
- The background of the slide features a solid blue color. In the bottom right corner, there are several concentric white circles that resemble ripples on water, creating a decorative effect.

Home Reading

- The books do not look very exciting but the aim of the programme is to **build basic skills** and **confidence**.
- **Reading for pleasure is vital though and children must experience the joy of a great book!**

Repeated readings Again! Again!


- Children are wired to thrive on **repetition**



10 things your child learns when you read aloud stories and poems every day

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

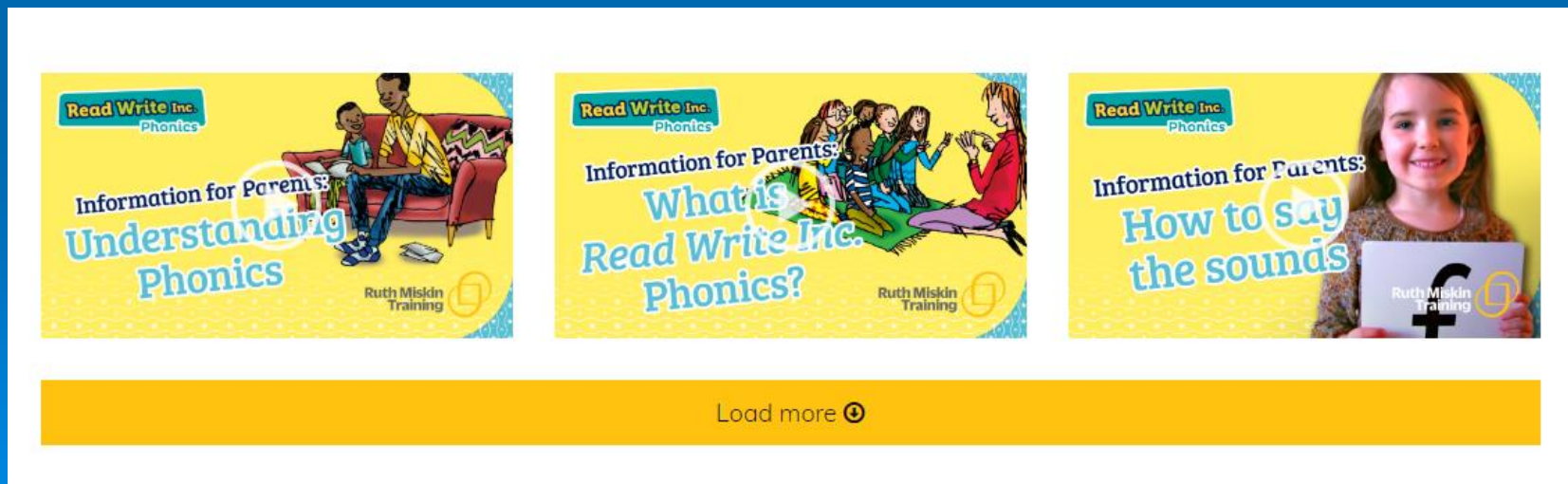
Reading is so important – let's get it right!

- RWI teaches children BASIC skills to ensure they become confident readers and writers.
 - Stage not age – their reading book is matched to their ability.
 - Assessment is continuous. If a child falls behind then support is given.
 - **Keep up not catch up**
 - **Home practise is vital – we need to work together.**
- 

Websites

- The Ruth Miskin Portal has lots of information to help parents.

<https://www.ruthmiskin.com/en/find-out-more/parents/>



Useful websites:

<https://www.teachyourmonstertoread.com/>



<https://hungrylittleminds.campaign.gov.uk/>



TEACH YOUR
MONSTER
TO READ

Did you know:

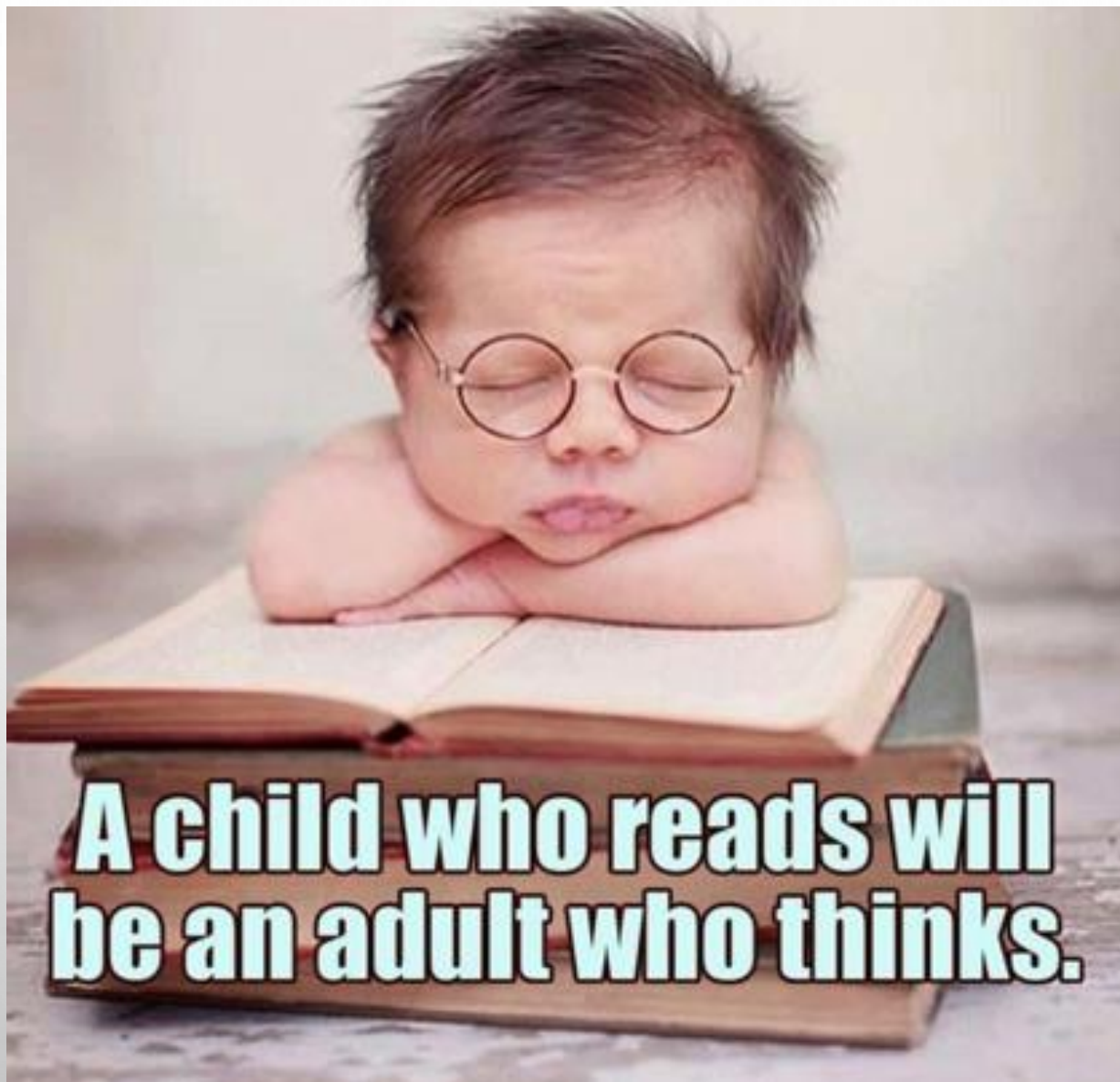
If you read just 1 book a day to your child. They will have read 1825 books by their 5th birthday.

Every day counts!

Every book counts!

Keep reading!





**A child who reads will
be an adult who thinks.**

thank
you

A vibrant, cartoon-style graphic with the words 'thank you' in large, rounded, multi-colored letters. Each letter is filled with a different color and has a pattern of small, lighter-colored dots. The word 'thank' is in cyan, purple, orange, green, and pink. The word 'you' is in red, yellow, and purple. Two small, wrapped gift boxes are placed on top of the letters: a red one on the 'n' and a pink one on the 'y'. The background is white with a light gray gradient on the sides. Decorative elements include colorful stars (yellow, orange, green, blue), swirls (pink, red, blue, green), and wavy lines (orange, purple, green, blue) scattered around the text. The corners of the image feature stylized water droplets or bubbles of various sizes.