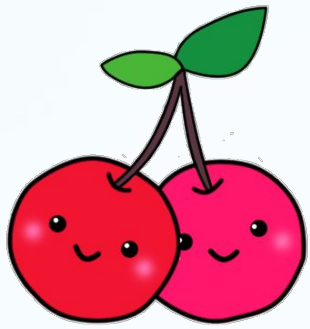




Reading and Writing in Cherry Class





Reading

How we teach reading

Phonics

Activities in class

What you can do to help

Writing

Letter families

Cursive alphabet

Writing stages

What you can do to help

How do we teach reading?

- In Reception we follow the 'Letters and Sounds' programme of teaching the letters of the alphabet and also Jolly Phonics (which has a song and action for each letter sound).
- We focus on the sounds first (and the letter names later on) to enable children to segment each sound and blend them together, eg. c-a-t.
- Children are encouraged to look for the initial sound in a word and then sound out the rest of the word.
- As it is not always possible to sound out words in English, we also teach 'tricky' words which children learn to recognise by sight.

Phonics is taught in Phases: Phase 2, 3 and 4 in Reception and then Phase 5 in Year 1.

Phase 2

| | | |
|----|----|----|
| s | a | t |
| p | i | n |
| m | d | g |
| o | c | k |
| ck | e | u |
| r | h | b |
| f | ff | l |
| ll | | ss |

Phase 3

| | | |
|----|----|-----|
| j | v | w |
| x | y | z |
| zz | qu | ch |
| sh | th | ng |
| ai | ee | igh |
| oa | oo | oo |
| ar | or | ur |
| ow | oi | ear |

Phase 4

| | | |
|----|----|----|
| st | nd | mp |
| nt | nk | ft |
| sk | lt | lp |
| lf | lk | pt |
| xt | tr | dr |
| gr | cr | br |
| fr | bl | fl |
| gl | pl | cl |

Phase 5

| | | |
|-----|-----|-----|
| ay | ou | ie |
| ea | oy | ir |
| ue | ue | aw |
| wh | ph | ew |
| ew | oe | au |
| ey | a-e | e-e |
| i-e | o-e | u-e |

We teach the sounds in this order:

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

Set 6: j v w x

Set 7: y z zz qu

This allows children to build up simple two letter words right from the beginning (eg. at, in, is).

Once children know their alphabet sounds we teach digraphs (2 letters making one sound) and trigraphs (3 letters making one sound):

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Segmenting

Chopping up a word into phonemes for spelling.

cat = c a t
● ● ●

Segmenting

Chopping up a word into phonemes for spelling.

queen = qu ee n



Segmenting

Chopping up a word into phonemes for spelling.

shop = sh o p



Blending

Moving sounds together to read a word.

c a t = cat
● ● ●

Blending

Moving sounds together to read a word.

qu



ee



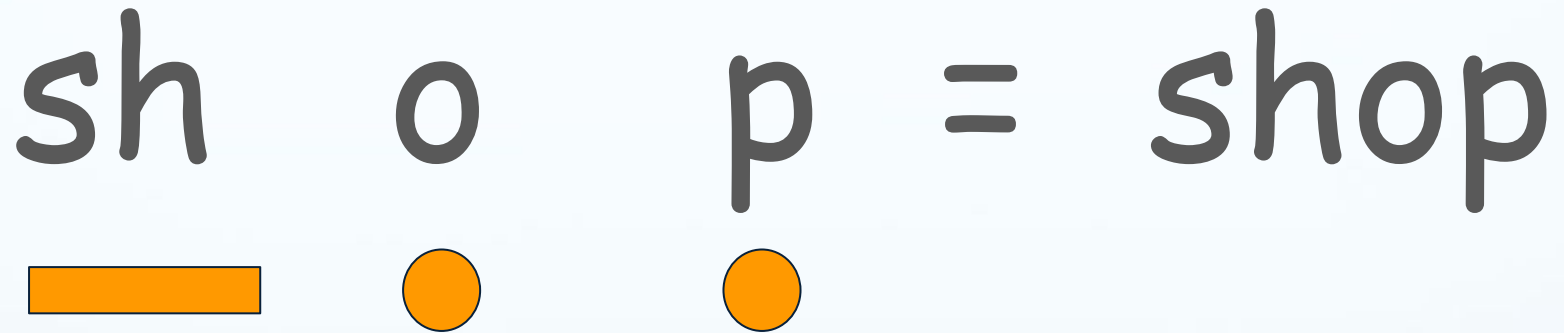
n = queen



Blending

Moving sounds together to read a word.

sh o p = shop



Letter sounds (phonemes)



Remember to say 'm' not ma, 'n' not 'na' etc
'l' is tricky to say correctly!

Jolly Phonics

S s



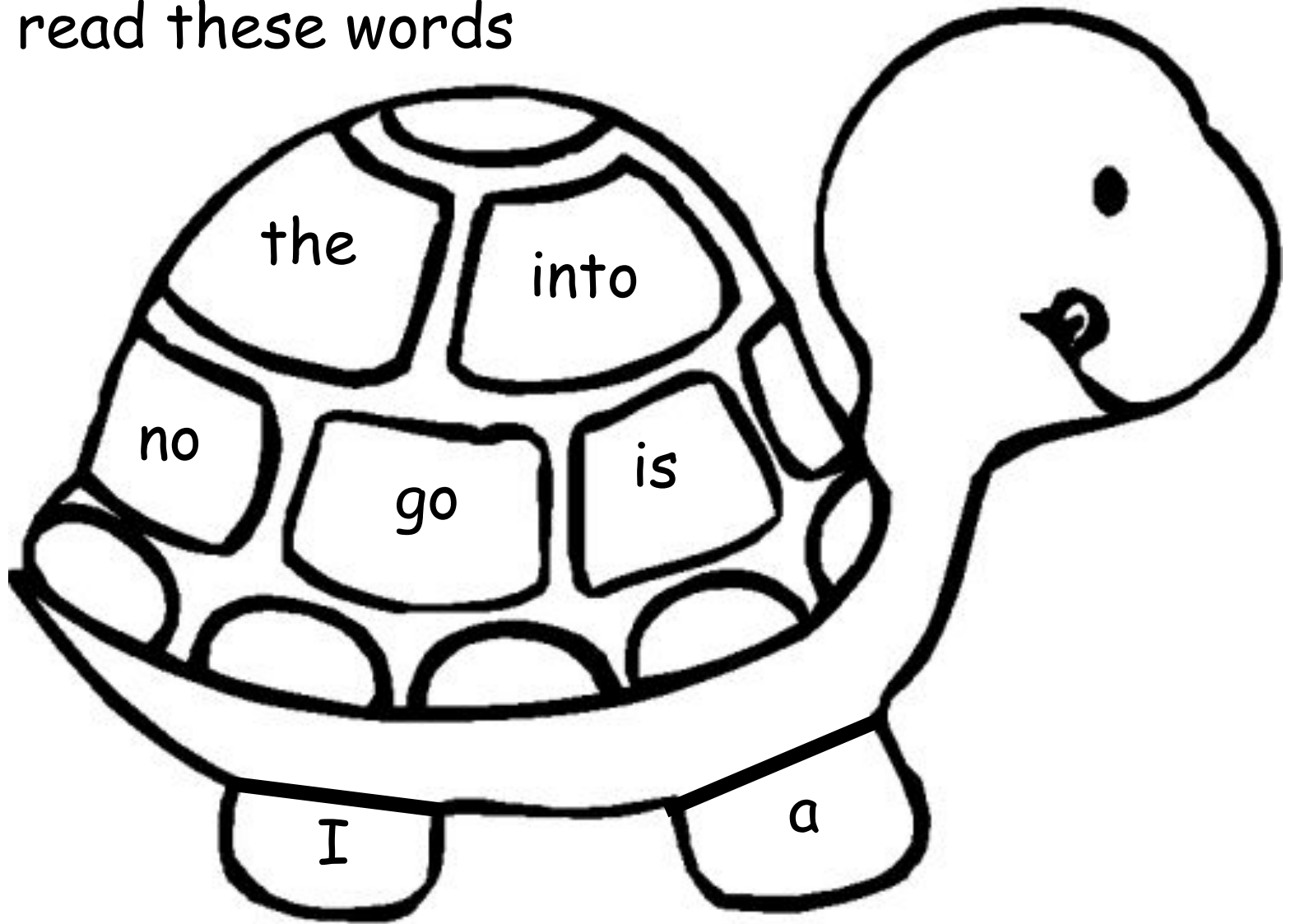
Action: Wave your hand in an 'S' shape, like a snake, and say ssssss.

S *Verse: The Farmer in the Dell*

The snake is in the grass.
The snake is in the grass.
/sss/ /sss/
The snake is in the grass.



I can read these words



Tricky Words 1

Remember - you can't sound out these words!

Activities in class

- Phonics is important but it isn't the only way children learn to read.
- Lots of other activities take place in Reception to support the children with their reading: listening to stories, sharing books, singing nursery rhymes, acting out stories, using puppets, show and tell, reading in class (RIC), talking in the role play area, making up stories together...
- In class, sharing books is a special time and provides lots of opportunities for speaking and listening. We talk about stories, share ideas about characters, discuss the pictures, and predict what might happen next.
- We also spend time making up our own stories using story maps and actions, to give children the confidence to make up their own stories and to show them the pleasure of reading and sharing stories.
- The most important thing about reading is to enjoy it!

What you can do to help your child learn to read

- The most important thing you can do is to listen to your child read, at least three times a week if you can, and practice letter sounds and tricky words.
- You will soon notice how quickly your child's confidence grows by practicing for 10-15 minutes each time.
- Read a story to your child every day and be a good role model! Show that reading is important and fun. Look up a recipe, read labels, read a magazine..
- Use letter sounds rather than letter names when supporting your child (but they do also need to know the letter names!)
- Play games with the phonics sounds.

Writing

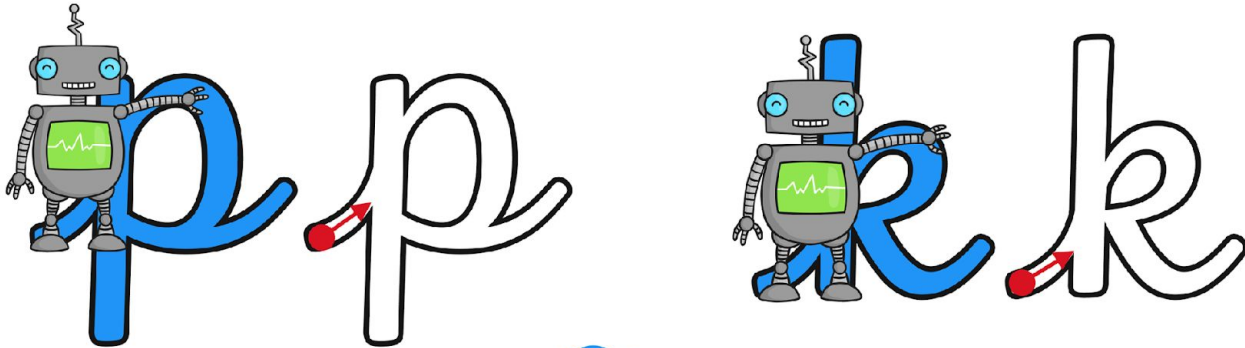
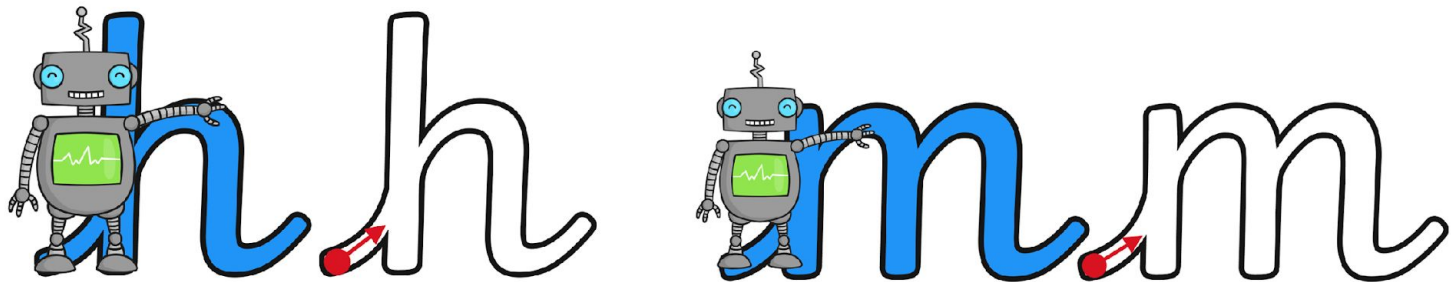
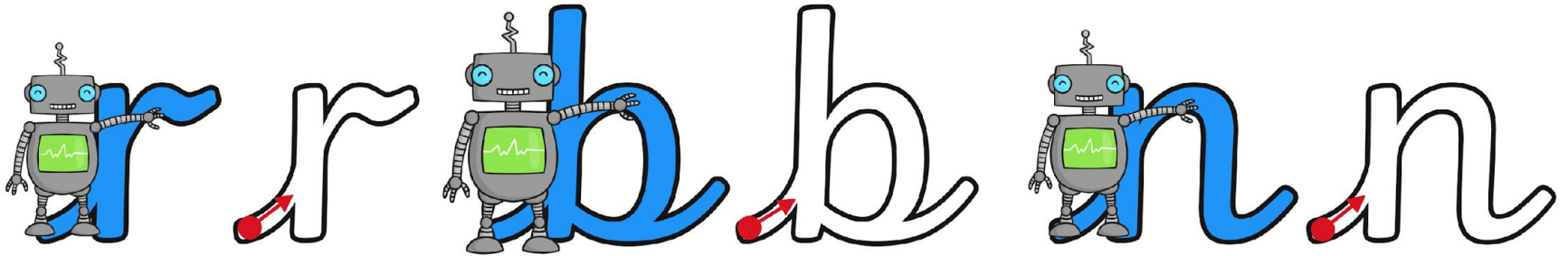
- Children are taught how to form each letter when they learn the letter sound.
- At Clutton we teach cursive handwriting right from the start.
- Children learn the letter families to help them write the cursive letters correctly.
- (Curly caterpillar letters, ladder letters, one-armed robot letters and zigzag monster letters)



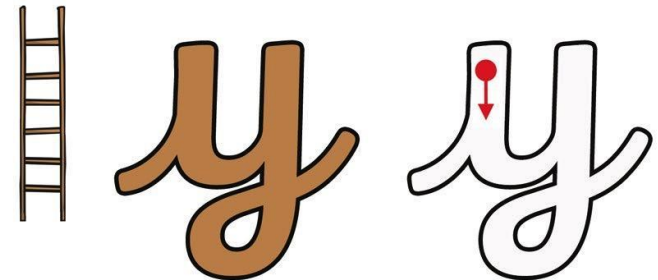
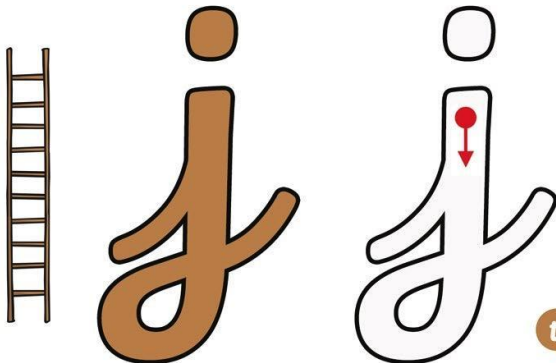
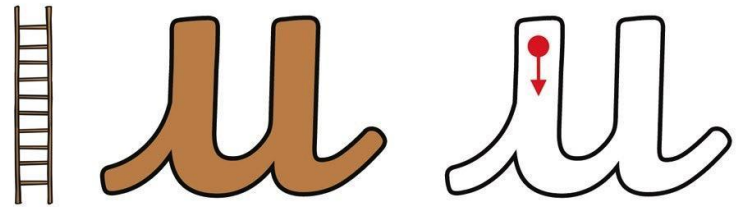
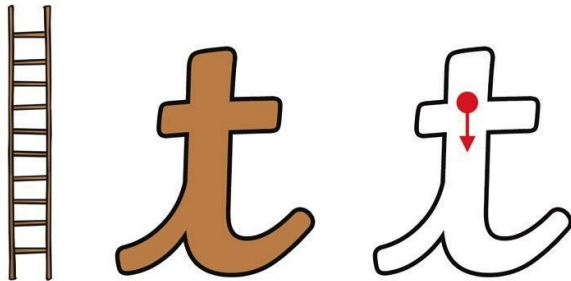
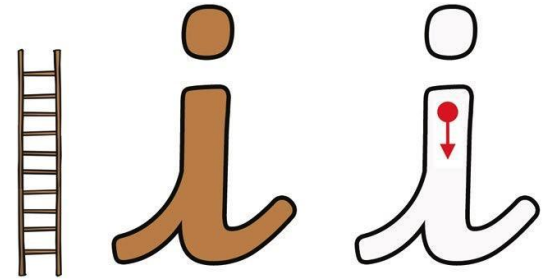
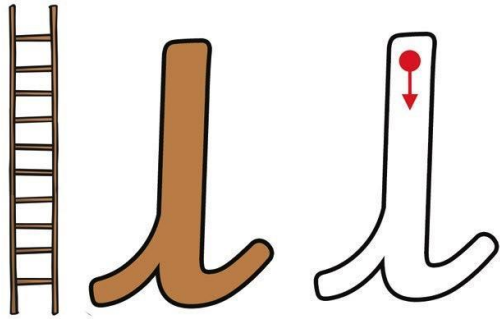
Curly Caterpillar Letters



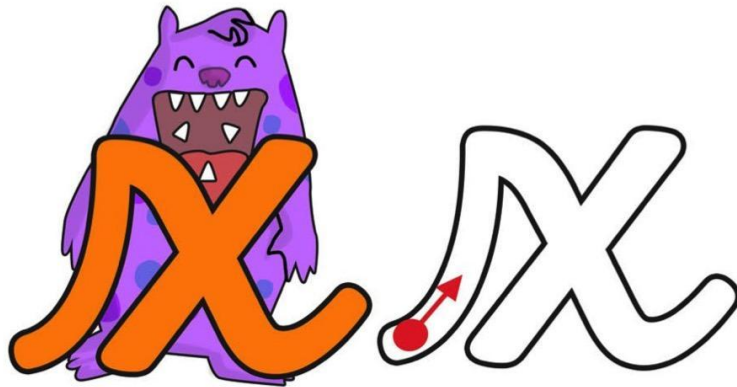
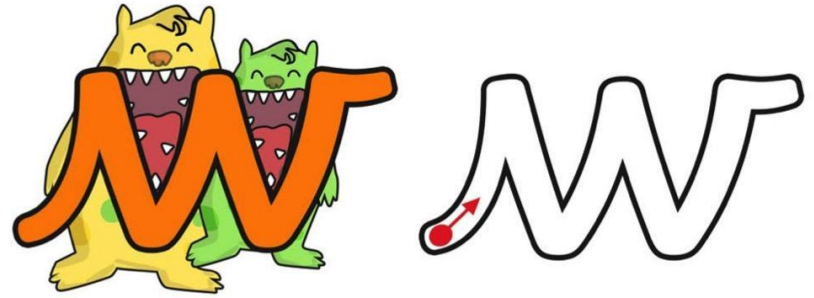
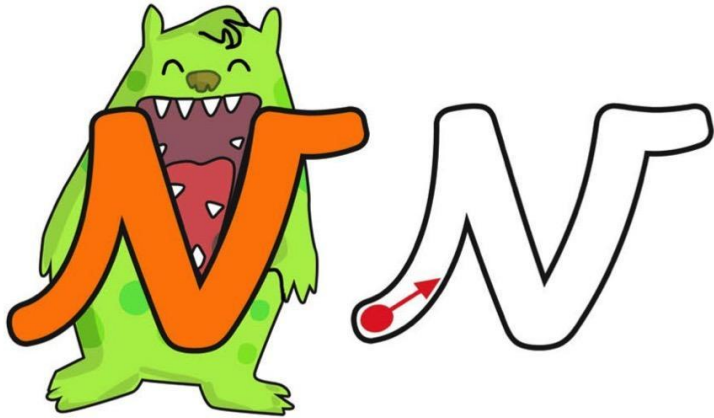
One-Armed Robot Letters



Ladder Letters



Zigzag Monster Letters



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

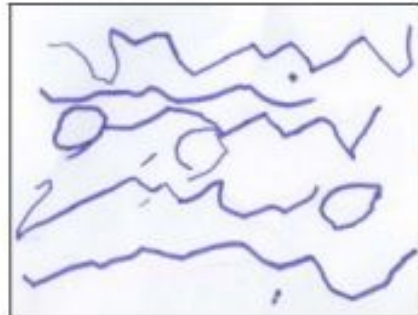
Capital
letters
aren't
joined.

Stages of writing

- Learning to write combines many different processes - concentration skills, fine motor skills, language skills and memory skills among others.
- Children's writing emerges in stages - starting with mark making and gradually looking more and more like letters on the page.
- It is important to remember that children develop at different rates.



This is an example of very early attempts at mark making which may feature lots of random marks, often made over other marks which adults may describe as scribbling. A child at this stage may be unable to distinguish between his/her writing and his/her picture. At this stage a child may hold the pencil, in the palm of the hand, in a fist like grip.



At this stage a child is mark making across the page. These are often zigzags and wavy lines. The child has a clear idea of the marks he/she wants to make and gives meaning to them. The mark making may communicate a message or an idea.



A child may move on to make individual marks and begin to use some recognisable letters from his/her own name to communicate a message. He/she is beginning to understand that drawing and writing are different and that print carries a message.



At this stage a child is using clearly identifiable letters to communicate meaning. He/she may be able to represent some sounds correctly and in sequence.

He/she is able to hear and write the initial sounds in words.



The child is now demonstrating that he/she can hear and write words with initial, medial and final sounds. He/she is able to construct phrases convey a message.

on saturday I
 Went to the
 met for
 doom
 I went on the side

At this stage the child is using his/her phonic knowledge to write words in ways which march their spoken sounds. He/she can also write some irregular common words. He/she can write sentences which can be read by him/herself and others. Some words are spelt correctly and others are phonetically plausible.

This writing meets the criteria for the Early Learning Goal in Writing which is the expected level for children at the end of Reception.

Expectations

The government's expectation for children's achievement in EYFS has increased. Children are now expected to reach a higher level in order to meet their Early Learning Goal - in all areas, but especially in reading and writing.

What you can do to help your child learn to write.

- Provide lots of writing equipment at home - nice pens, chalk, pencils, crayons, paper and notebooks.
- Try to encourage your child to write for a purpose following their interests - e.g. shopping lists, little notes, cards for their friends, labels for their toys.
- Help your child sound out the letters in the words they want to write, starting with the first letter.
- If your child is keen to write, make sure their pencil grip is correct, and encourage them to practice cursive writing using the correct formation and direction of each letter (see sheet).
- Most of all, give lots of praise and encouragement and make writing fun!

Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

| | |
|---|--|
| Phase 1 | <ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration |
| Phase 2 | <ul style="list-style-type: none"> • Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss • Tricky words: the, to, go, no, |
| Phase 3 | <ul style="list-style-type: none"> • Sounds taught: j, v, w, x, y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are |
| Phase 4 | <ul style="list-style-type: none"> • Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr |
| Phase 5 | <ul style="list-style-type: none"> • Learn new phoneme zh • Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh |
| Phase 6 | <ul style="list-style-type: none"> • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense |
| <p>Glossary. Phoneme- the smallest unit of speech-sounds which make up a word. Grapheme- the written representation of sounds. Tricky word- word which cant be sounded out Keywords- high frequency words vc word- vowel consonant word (it, as) cvc word- word made up of a consonant, vowel, consonant (cat, dog) Initial sound- first sound in word</p> | |