

## IT ALL ADDS UP

If you read just one book a day to your child, they will have been read 1825 books by the time they are 5 years old

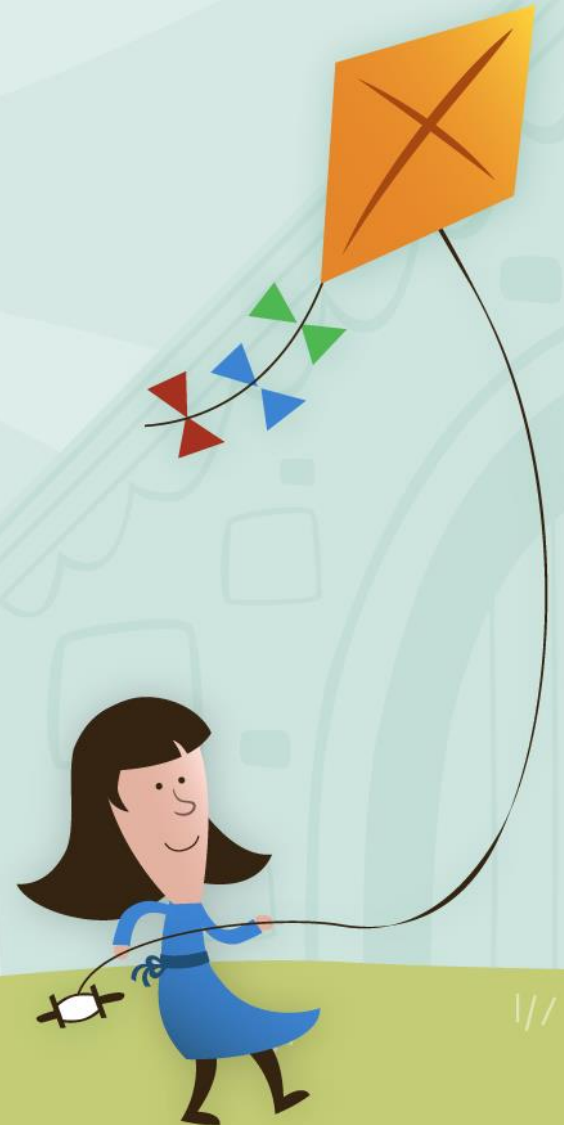


'If a child knows 8 nursery rhymes by heart by the time they are 4 years old, they are usually among the best readers and spellers in their class by the time they are 8'

Mem Fox



Welcome to ...  
Early Reading & Writing  
in Reception



# What are we going to cover?

## Phonics ~ Funky Fingers ~ Drawing Club

- What is Phonics?
- How we teach phonics
- Supporting Phonics at home
- Importance of Fine & Gross motor skill development for early writing
- Mark making & emergent writing
- How we teach children to write
- Drawing Club



# Phonics



# What is Phonics and why do we teach it?

- Method of teaching beginners to **read and pronounce words** by learning to associate letters or letter groups with the **sounds** they represent.
- There are **26 letters** in the alphabet but there are **44 main sounds** in the English Language. Each sound is represented by a grapheme (the written representation of a sound).
- English is one of the most challenging languages to learn as there are so many ways to spell the sounds of our language.



# The /ai/ sound...

... has many different spellings

a – acorn

eigh – eight

ai – rain

ey – they

ay – play

ea – great

a-e – name

aigh – straight



# The technical bit!

- A **phoneme** is the smallest single identifiable of **sound** in a word. For example, in the word 'cat' there are three phonemes c/a/t.
- A **grapheme** is a way of writing down a phoneme. It can be made up of...
  - 1 letter - p
  - 2 letters - sh
  - 3 letters - igh
  - 4 letters - ough
- **Digraph**: two letters making one sound. For example, /sh/ in the word 'shop'.
- **Trigraph**: three letters making one sound. For example, /igh/ in the word 'night'.
- **Split digraph**: two vowel letters split by one or more consonants. For example, /a-e/ in the word 'cake'.



# Pronouncing pure sounds

- We only use pure sounds when decoding words (no 'uh' after the sound)
- We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.
- If we mispronounce these sounds we will make reading harder for our children.

## Phase 2 sounds ELS

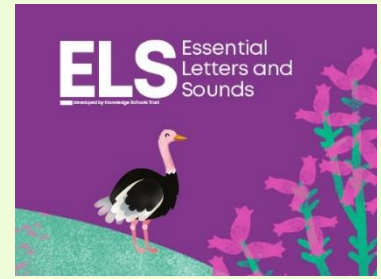


# Harder to read and spell words

- Some words, we **cannot** decode (sound out phonetically) these are called 'Harder to Read and Spell Words'.
- These words the children have to **learn to read by sight**.
- They will learn approximately 3 per week. e.g. the no pull there
- The children will be issued with a 'Harder to Read and Spell Word' bookmark at the start of each term.



# Essential Letters and Sounds (ELS)



- Phonics is taught as a **whole class**. Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- 20 – 30 minutes **everyday** starting right from the beginning of Reception
- Harder to Read and Spell words
- Lots of opportunities for **oral blending** and **robot arms** - c/oa/t
- Opportunities for **writing** - new grapheme, words and sentences



# ELS



## Robot arms

When sound-talking a word (orally segmenting it into the phonemes within the word), we use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word. The word is said in 'robot talk' and then blending hands are used to blend the word.

## Me, then you...

m-a-t mat,


















sh-i-p ship,

s-p-oo-n spoon



# ELS progression

By October half term, the children will have learnt these Phase 2 sounds

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
ss 							



Phase 1\*

Nursery/Pre-School

Seven aspects:

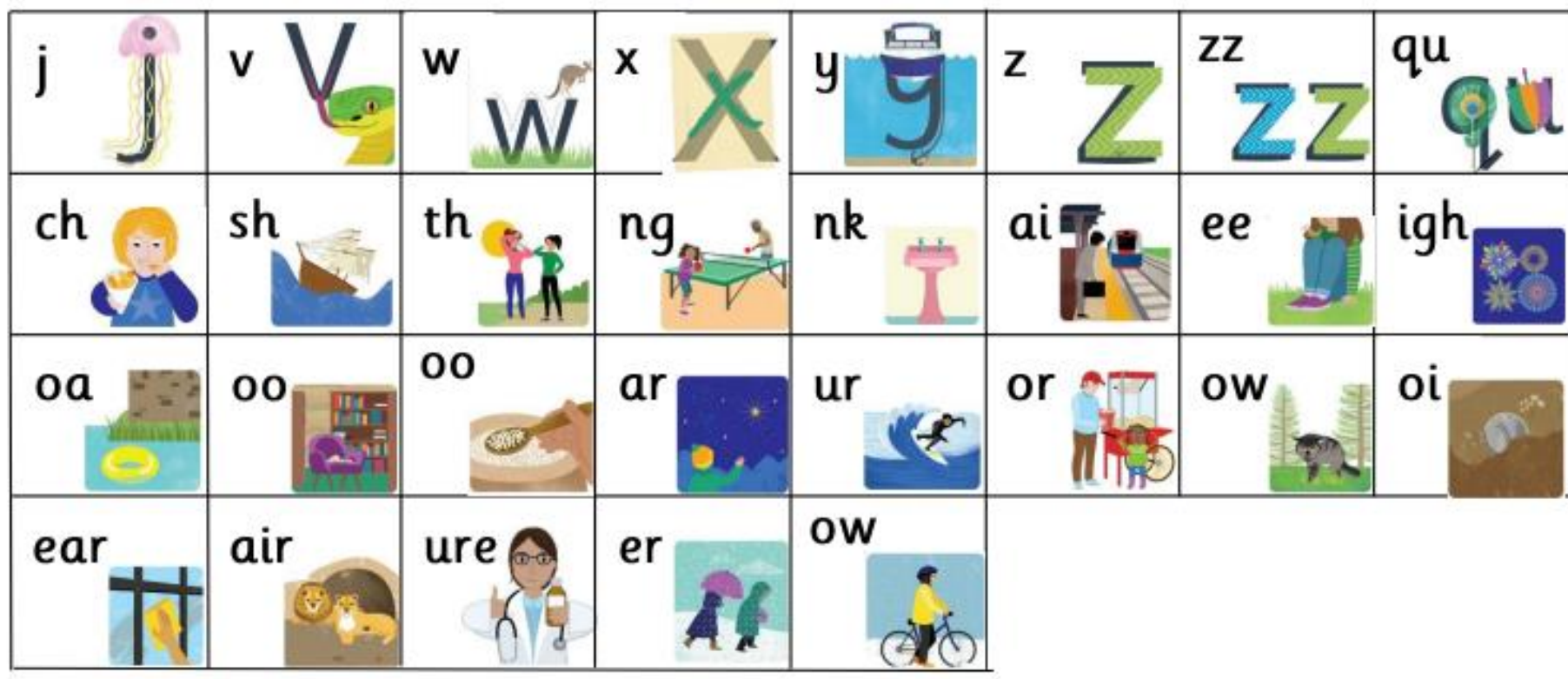
- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending

# ELS progression

Phase 2
























Phase 3



# ELS progression

Phase 5

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



# Reading at home

We want all our children to leave primary school able to read well and confidently – you can support us in this journey.

- *Only **1 in 3** children are read a bedtime story*
- *Reading a bedtime story every night to your child improves their outcomes*
- *If your child views themselves as a ‘good reader’ when they leave Primary School they are more likely to earn a higher salary in their 40s*



# Supporting your child to read at home

- As per the scheme, initially, we will be sending home **two books a week** and change these each **Friday**
- One is a **wordless book** to develop storytelling and vocabulary (please support your child in retelling a story as opposed to just describing what they can see on the page) and one **matched to the phonics being taught** in school
- After the October half term, the children will bring home **only one book** per week, directly linked to the ELS scheme



Please ensure your child's bookbag and reading folder is brought into school every day.



# Supporting your child to read at home

- Re-reading words and sentences until fluent is a key part of learning to read.
- To best support us in teaching your child to read, we ask that you read the decodable text provided by the school **four times** across the week.
- This will allow your child to **re-read** each text several times, building their **confidence and fluency**. This is especially important as they begin to learn that the sounds within our language can be spelled in different ways.

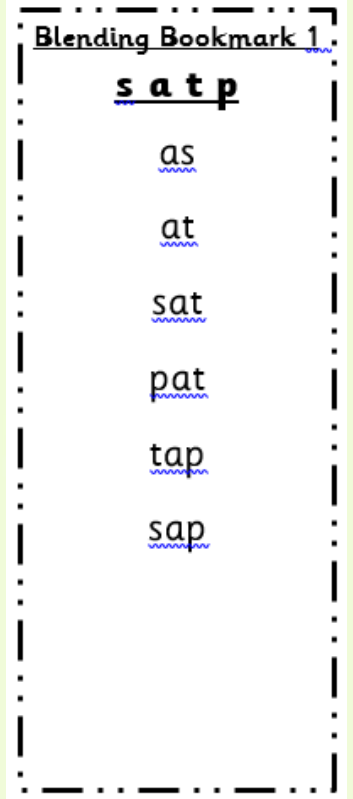
We want the children to practise reading their book **4 times** across the week working on these skills:

- Decoding
- Fluency - reading with ease and precision
- Expression/ comprehension of the text



# Supporting your child to read at home

- Children are only reading from books that are **entirely decodable**. The texts sent home are carefully matched to the teaching taking place in school. Your child will be practising what they have been taught in school with you at home.
- **Blending Bookmarks**  
You can also support your child's reading by **practising robot arms** at home.
- Spending **5 -10 minutes a day** reading with your child will hugely support them on their journey to becoming an independent reader.



Children who read regularly at home really do make more progress with their reading than those who do not.





# RECEPTION READING REWARDS



25 reads - certificate



50 reads - sticker



75 reads - bookmark



100 reads - keyring



150 reads a book



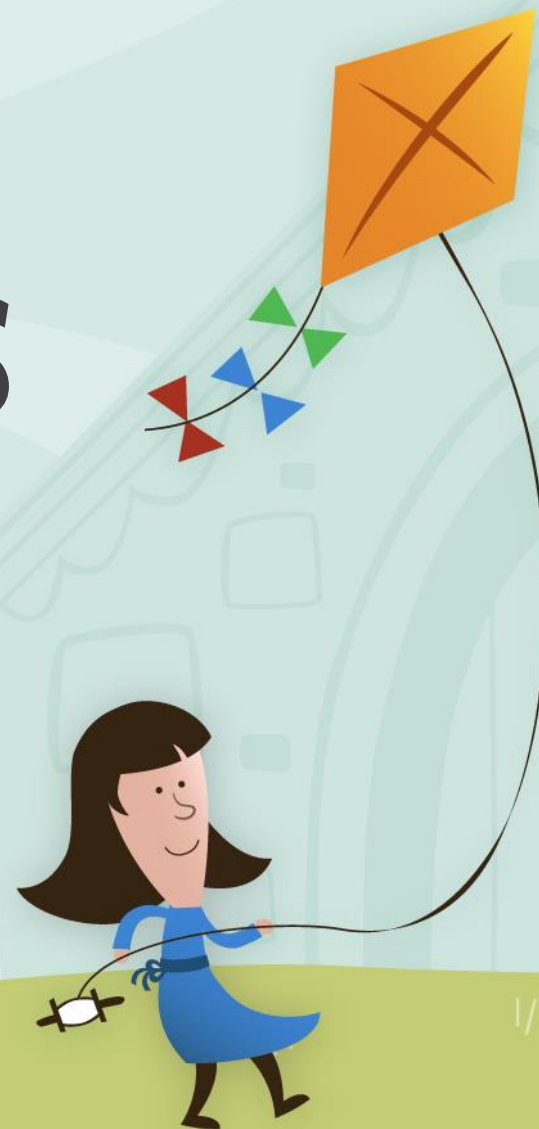
200 snapband



250 badge



# Funky Fingers



# What are motor skills?

## Gross Motor Skill Activities

(Big Movements using large muscles)

Running

Climbing

Throwing and catching a ball

Scooting

Pushing dolls prams/wheelbarrows

Pouring sand and water

Mixing cake ingredients

Large chalks outside

Sweeping

Hopscotch

Obstacle course/ going to the park

Swimming



## Fine Motor Skill Activities

(Small Movements using smaller muscles)

Fastening buttons/ zips

Cutting

Drawing

Writing

Threading

Using cutlery

Playdough

Washing line & pegs

Finger painting

Sewing kits

Small construction – Lego, Meccano, K-Nex

Weaving



# Why is the development of motor skills so important?

- If we want children to grow up to be **enabled and successful writers**, we need to understand the stages of physical development in a child's body and how these link to emergent writing.
- If our children do not master these skills in The Early Years, they will **not** have the stamina or dexterity to form letters and begin to write.
- It may not always be obvious at first glance that the activities and resources available to support children's play and development are so important to their journey.



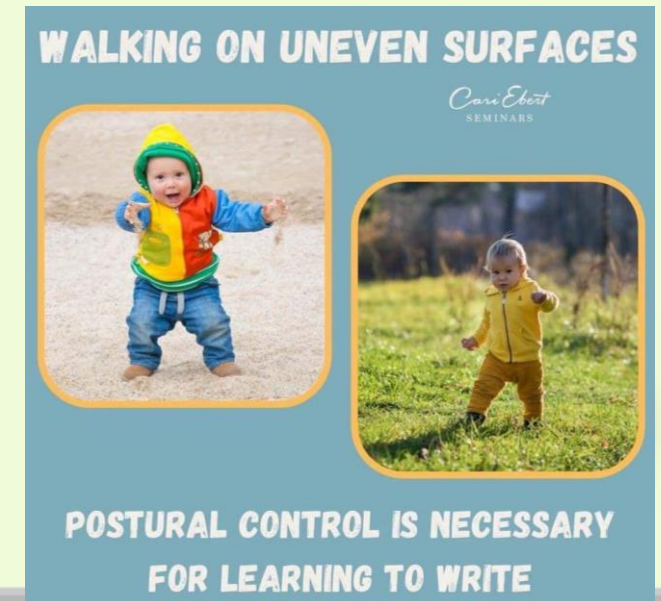
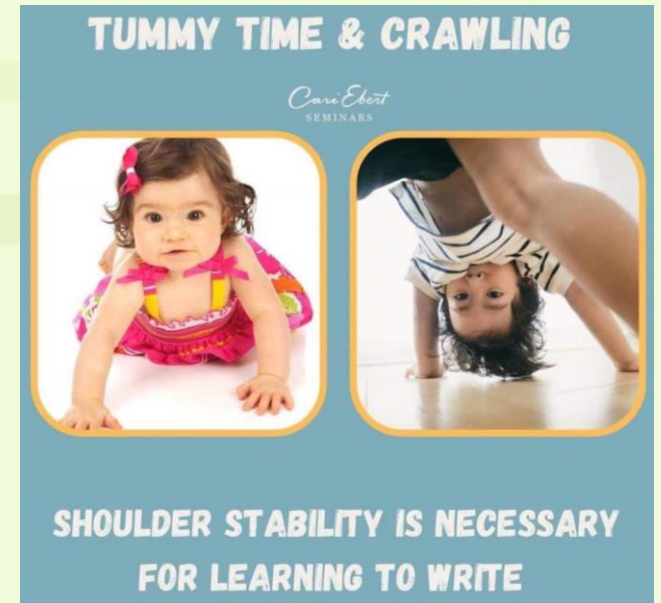
# Motor skills

- For motor skills to develop children must have opportunities to be **physically active** and be able to **move and explore** their environment.
- If there are no opportunities given to move and be active then the co-ordination of motor skills cannot be developed.



# Shoulder pivot

- During the early stages of development, when children are learning to support their head, reach, grasp and walk they are using a group of muscles in their pelvis, back, shoulders, arms and neck.
- It is these upper body muscle groups that they use in the very emergent stages of mark making.



# Activities to support shoulder pivot strength

- Painting with big brushes (fences, walls, floors)
- Trains in paint or shaving foam
- Sweeping with brushes
- Pushing buggies or wheelbarrows
- Pouring water or sand
- Scooter play
- Mixing mud kitchen ingredients



# Elbow pivot

Once the muscles in the back, upper arms and shoulders begin to strengthen, there usually starts to be more movement further down the arm at the next point of pivot: the elbow.



# Activities to support elbow pivot strength

- Chalking on the floor
- Water and sand play
- Hammering nails
- Climbing and pulling bodies up on ropes and climbing frames
- Scarf and ribbon twirling
- Stick/wand writing in the air
- Construction materials like large wooden blocks



# Wrist pivot

As the arm muscles and sense of balance develop further then the pivot changes again, this time to allow an even smaller range of movement. The pivot moves to their wrist.

# Activities to support wrist pivot strength

- Nuts and bolts
- Threading beads
- Sewing
- Lacing pictures
- Water and sand play
- Finger football
- Construction toys like Lego



# Fine motor strength



The hand is quite a complex piece of machinery and is made up of lots of different joints and muscle groups that interconnect and work together to provide maximum dexterity.

A 7 year old hand and an EYFS child's hand.

The hand is physically underdeveloped



# Activities to support fine motor strength

- Washing lines and pegs
- Dressing and undressing toys
- Using cutlery
- Dressing up clothes with a range of fastenings
- Peg boards
- Malleable materials (dough, clay, jelly, wet sand)
- Tweezers to pick up small objects
- Cutting with scissors
- Construction materials



# How you can help at home

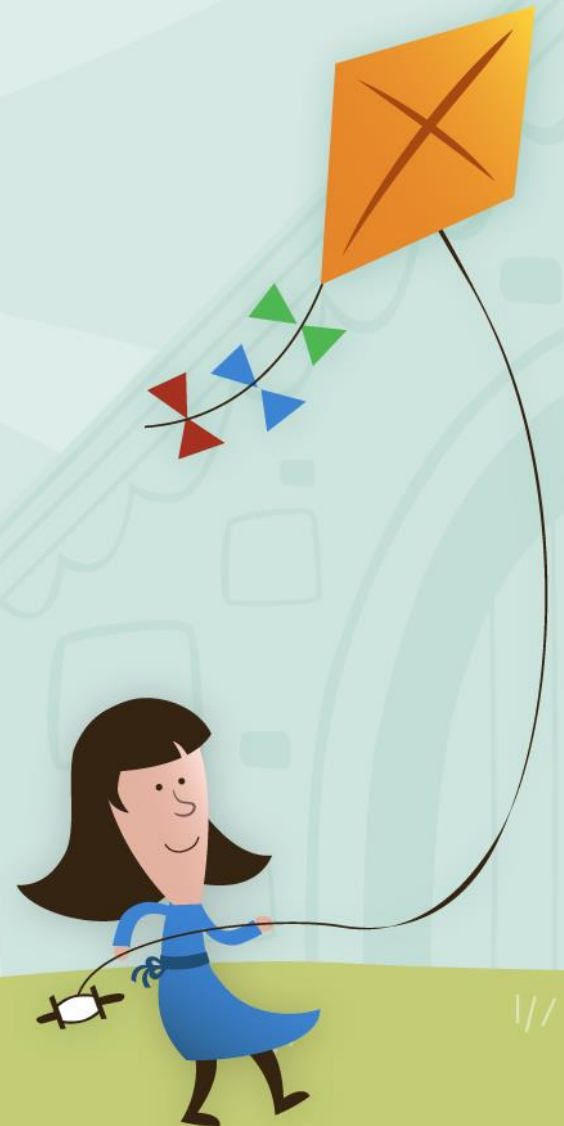
- Teach your child to use a knife and fork.
- Encourage your child to dress themselves.
- Get creative with your mark making – use paint, chalk, sticks in mud/sand, paint with water, bath crayons.
- Allow your child to be as independent as possible with all tasks and allow them to take risks



- Less screen time, more time being physical!



# Drawing Club






# What is mark making?

- Mark making in the Early Years is when children start to intentionally create their own lines, patterns, or shapes using their bodies or tools. It's the first step in a child's developmental journey towards writing and drawing, and is usually first seen in babies and toddlers.



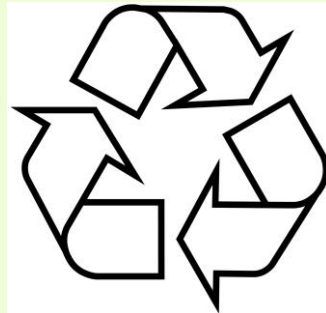
# What is emergent writing?

- Emergent writing is young children's first attempts at the writing process. Children as young as 2 years old begin to imitate the act of writing by creating drawings and symbolic markings that represent their thoughts and ideas.

<b>Drawing</b>	Drawings that represent writing	
<b>Scribbling</b>	Marks or scribbles the child intends to be writing	
<b>Wavy scribbles or mock handwriting</b>	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	

# Symbols

- Symbols are all around us and are something we use as part of our everyday lives.
- Symbols communicate a message or an instruction. Do you recognise these?



# Secret symbols

- To children, letters are symbols, until they learn what they are, they are just a series of lines, curves and dots.
- In Reception, we introduce ‘*Secret Symbols*’, these are any symbols which the children can draw/write, which can mean whatever their imaginations want them to be!
- *“Young children need to feel 3 things when they write and mark make: joy, purpose and magic.” Greg Bottrill*



# The Message Monster

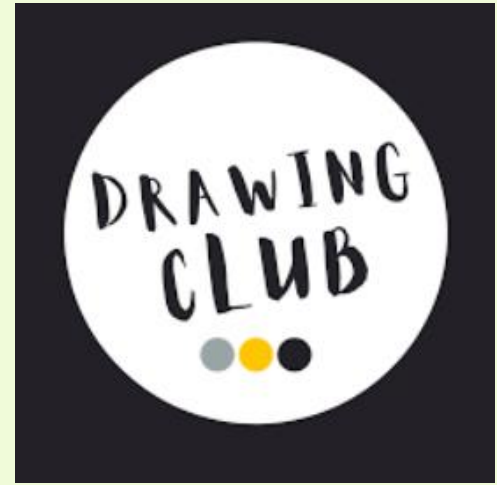


- The Message Monster will visit Reception tomorrow!
- The Message Monster communicates using '*Secret Symbols*'! The purpose of this is to encourage the children to mark-make and give meaning to what they have 'written'.
- Using '*Secret Symbols*' gives children the confidence to start mark making.
- Writing can and should be a positive experience. Children can so quickly become 'reluctant writers' so we need to make it fun, inviting and engaging.
- When 'messaging' takes off, the phrase 'reluctant writers' goes out the window!



# Drawing Club

- Each week in Reception we have a focus book.
- We introduce key vocabulary words linked to the story. Each word has an action to help us remember the word.
- We complete Drawing Club twice a week:  
Day 1 – draw the character or a setting  
Day 2 – I wonder ... question

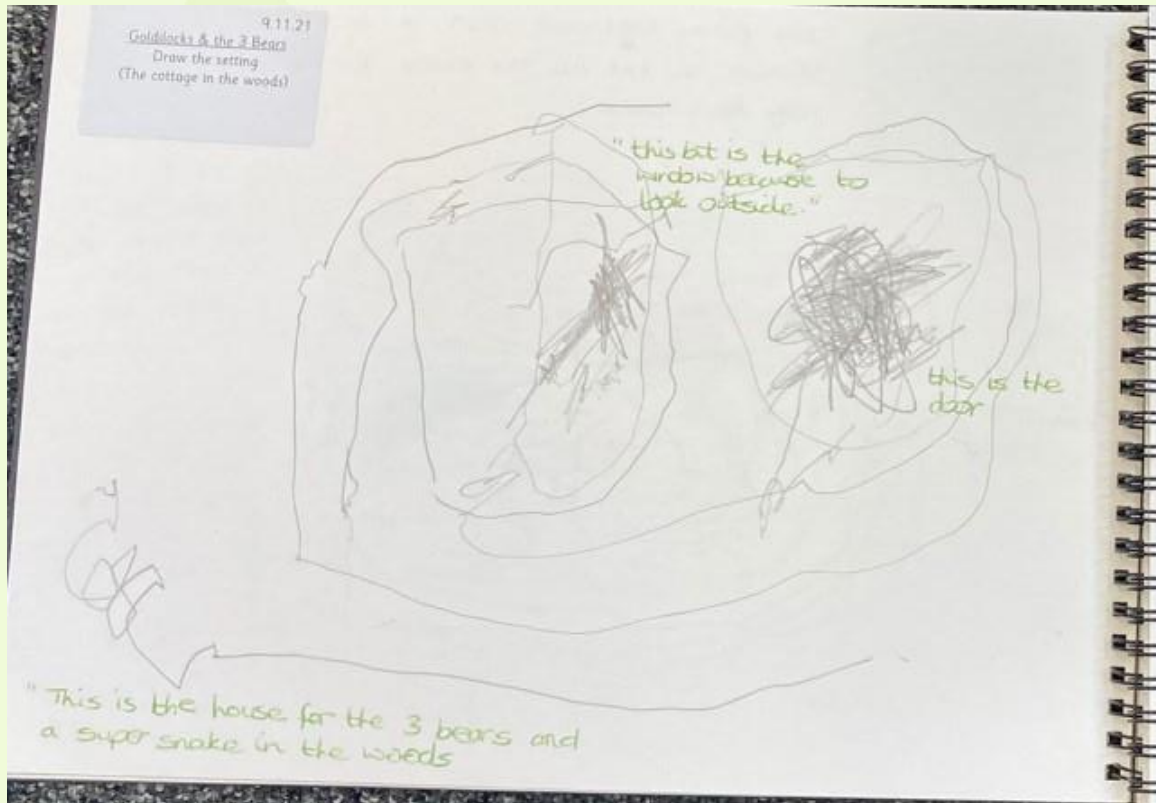


# Drawing Club

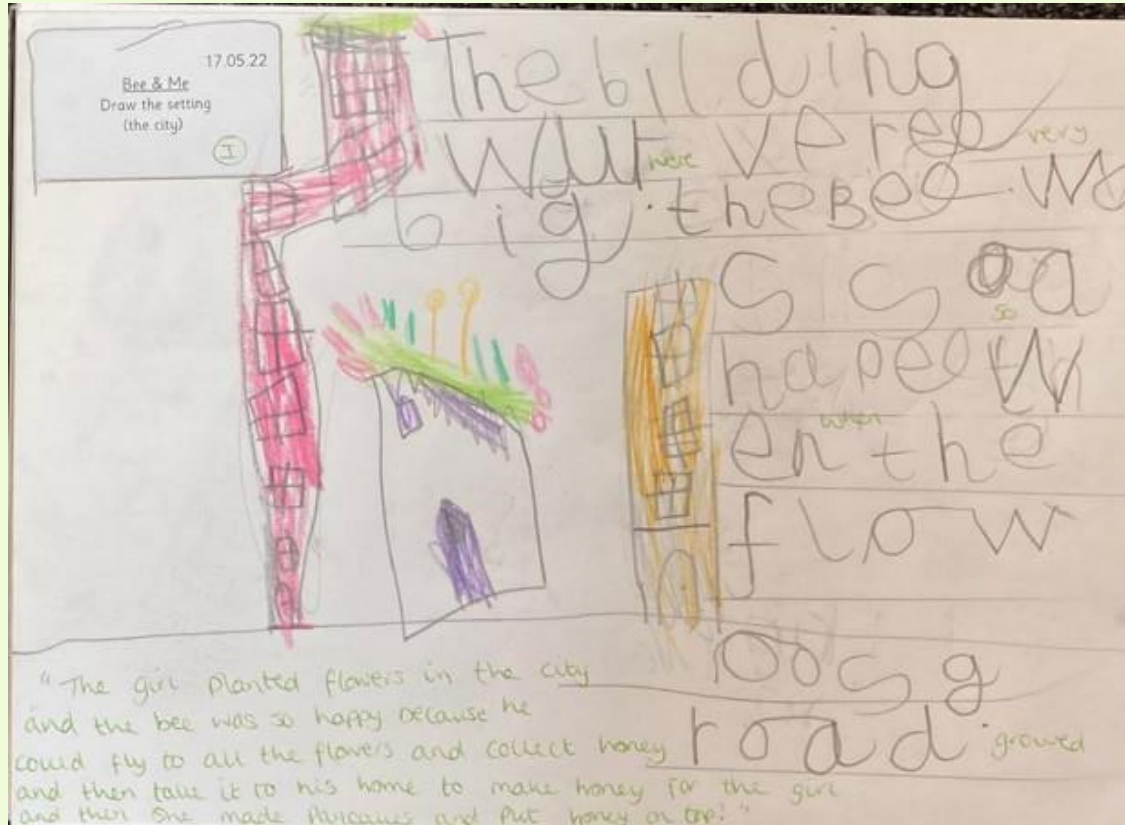
- The children are encouraged to add detail to their drawings and explain to the adults what they have drawn.
- We also encourage them to use '*Secret Symbols*' in their pictures from the beginning, and introduce writing letters and words, when they are ready.
- By the end of the year, they will be drawing pictures and writing sentences.
- Words do not have to be spelled correctly, just phonetically plausible.



# Drawing Club

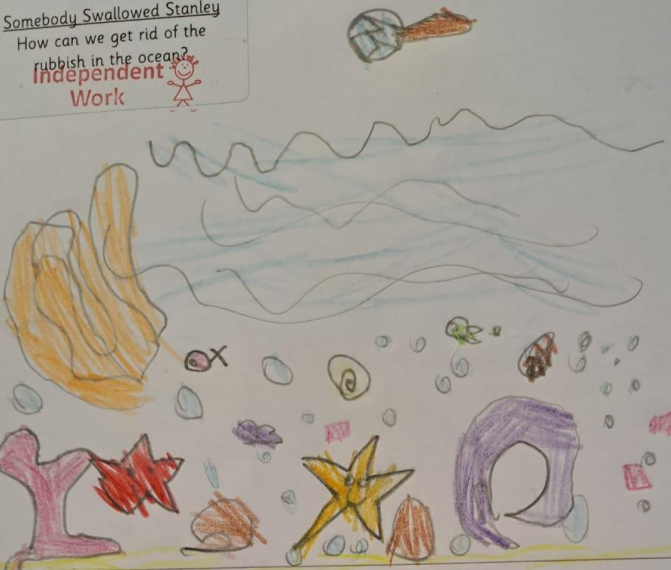


# Drawing Club



# Drawing Club

Somebody Swallowed Stanley  
How can we get rid of the  
rubbish in the ocean?  
Independent Work

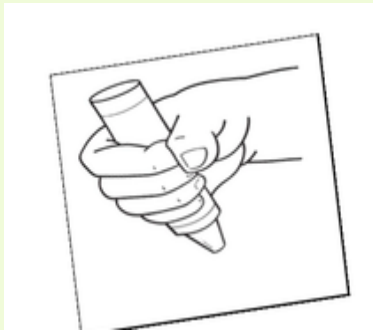


All of the sea animals  
Under the sea might  
eat the rubbish. If they  
eat the rubbish under  
the sea they might  
not be able to swim.  
The net can get the  
rubbish under water  
they are brown rocks.



# Pencil grips

- According to their stage of development, children progress through stages of pencil grips. They will only be ready to grip a pencil in the most efficient grip (image 4) once they have developed the fine motor strength to do so.

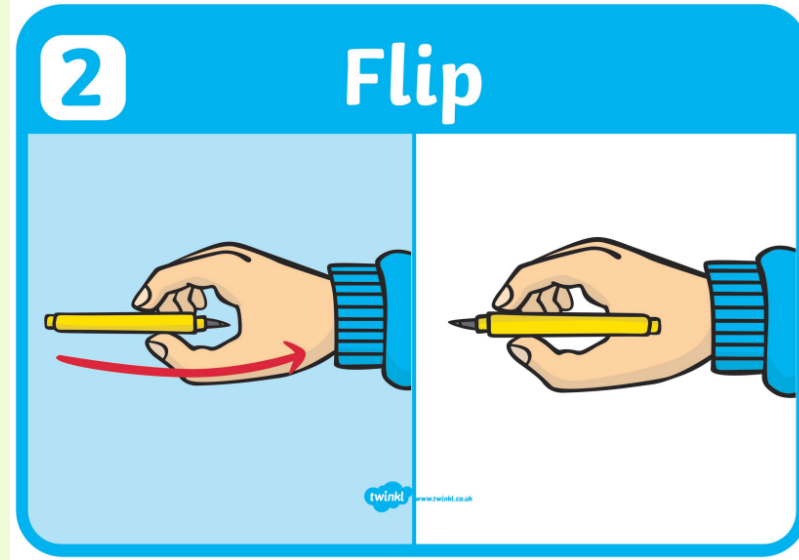
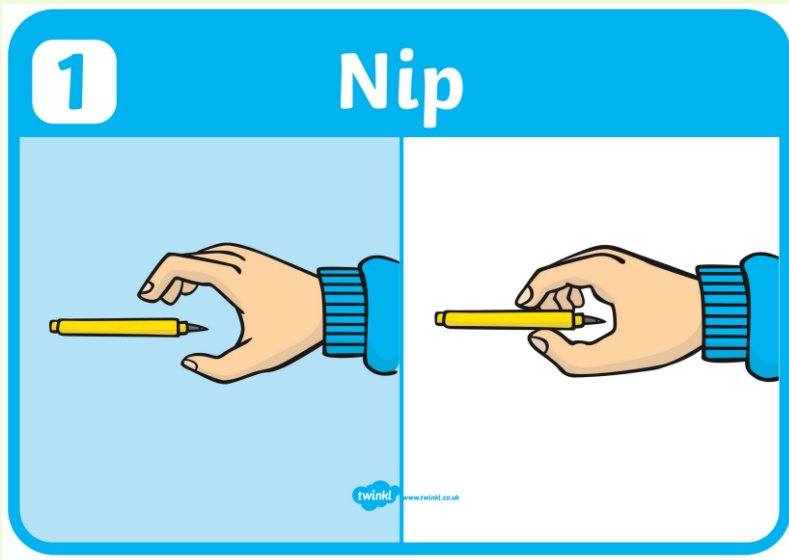


By the end of Reception, most children will be using a tripod grip.



# How to hold a pencil

- Put the pen or pencil in front of your child with the nib facing them.
- Encourage them to pick up the pencil, in their preferred hand, with their fingers.
- Flip it back and grip it.



Left handed children will find it helpful to sit slightly at an angle to the table and have their page also at an angle to see their writing.



# How to help at home

- Get messaging! Leave *Secret Symbols* around the house, in your child's bed, in their shoes, in their lunchbox! Send messages from their favourite toys e.g. a teddy, superhero etc. and encourage them to message back.
- Look for *Secret Symbols* whilst you are out and about, what do they mean?
- Get creative with mark making – use chalk, paint, mud, water, glitter, shaving foam, the possibilities are endless!
- When they are ready encourage them to form letters.
- Remember to write words phonetically, this will mean that some words are spelled incorrectly but that is ok! e.g. sinumu (cinema) sosij (sausage)



Thank you for coming, are there any questions?

