

# Reception Parent Workshop





# Writing

# Reading



# Reading



## Early Learning Goals:

### 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.

# Phonics

Phonics shows the children the 'code' for reading and writing.



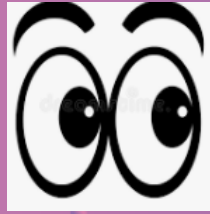
**Key language**

# Key language



## PHONEME

A phoneme is the sound



# GRAPHEME

A grapheme is the way it looks

S

# GPC

## Grapheme/phoneme correspondence





# DIGRAPH

2 letters, 1 sound

sh



# TRIGRAPH

3 letters, 1 sound

air

# How do we teach this code?



- LWLS has been provided as a DfE approved program
- Educational research across the country has found this approach to be best practise in teaching children to read

# How do we teach this code?

- Children will learn their GPCs in phases.
- Autumn term - Phase 2 GPCs
- Spring term - Phase 3 GPCs
- Summer term – Phase 4
  
- The phases are also broken into smaller chunks called sets



# Phase 2 - Autumn

s

a

t

p

i

n

m

d

g

o

c

k

ck

e

u

r

h

b

f















l



# Phase 3

## Phase 3 grapheme information sheet

Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hawk a book	oo
 march in the dark	ar	 barn with a horn	or
 curl the fur	ur	 water owl	ow
 boing boing	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er



# Phase 4 - Summer

wind

land

nest



## Blending Unknown Words

1  
**fish**  
Can I read this word? No? Step 2.

2  
**fish**  
Identify the sounds.

3  
**fish**  
Blend the sounds together.

4  
**fish**  
Say the word and identify its meaning.

# Blending

# SEGMENTING



# Segmenting



# Phonics Lesson



- 20 minutes daily
- Revise recently learnt sounds
- Learn new GPC, how it sounds, is formed, applied in a word or sentence
- Reading and writing is included
- within the session

# Reading



- Group reading
- Each child reads the same book with a teacher or TA up to 3x a week
- 1<sup>st</sup> fluency
- 2<sup>nd</sup> prosody
- 3<sup>rd</sup> comprehension

# Reading



- It is key that the books are **FULLY** decodable
- Children should not be reading books with sounds they do not yet know.



# A book with GPCs the child does not know

I can read: s a t p i n m d g o c k c k e u r h b f l l ff and ss

Sinbad **3** **sz** **10** a **sz** **0** **l** **6** **9** from Bagdad. H<sup>2</sup> had **0** **i** **5** **2** **4** t<sup>6</sup> sell, l<sup>0</sup> **k** **2** **6** **0** **l**, **er** **sz** **9** **4** and **sz** **9** **pets**.

Sinbad **sz** **0** **led** t<sup>6</sup> distant land<sup>4</sup> t<sup>6</sup> sell hi<sup>10</sup> **g** **6** **6** **d** **4**. H<sup>2</sup> set up a **10** **i** **op**



## Can you see the problem?

Sinbad was a sailor from Bagdad. He had things to sell, like oil, jars and carpets.

Sinbad sailed to distant lands to sell his goods. He set up a shop.

# Reading

- Reading books are organised in 'sets' which mirror the sounds taught in class.

- The book your child reads with a teacher will be matched exactly to their phonic knowledge

- Any gaps identified will be addressed through targeted intervention



# How to support at home

- A copy of the book your child has read in class will be allocated each week.

- An additional phonics book will be sent home to support learning to read.

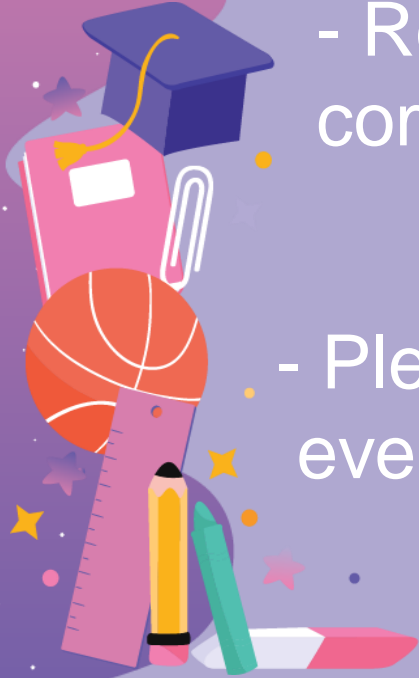
- Love of reading/story book sent home.



# How to support at home

- Reading diaries will have a comment written in 1x a week

- Please bring reading diaries in every day



# Love of Reading



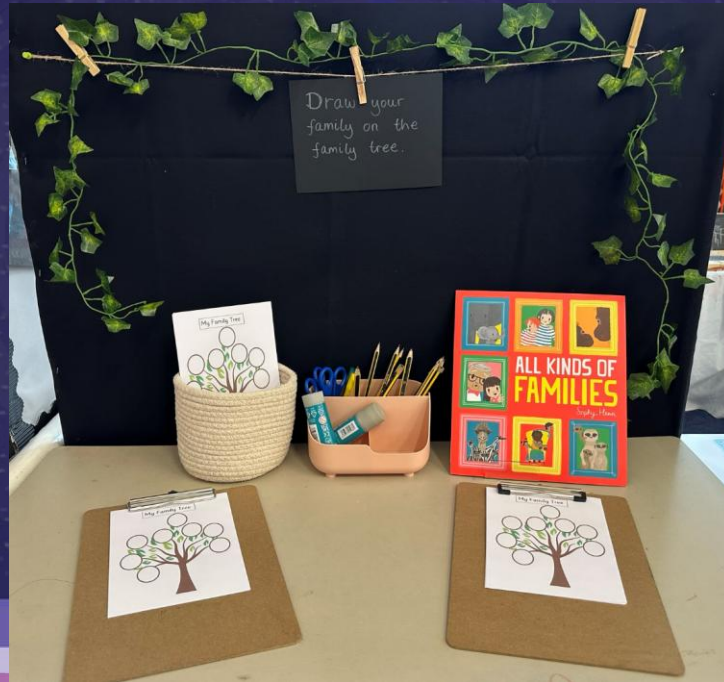
- Alongside daily phonics sessions will also be a storytime /love of reading session
- Develop children's understanding, vocabulary and questioning
- It will include the teacher 'thinking aloud' to model the thought process behind an inference question
- Also activities to embed new language

# Love of Reading



- According to research:
- Children with a larger vocabulary are more confident, and tend to do better academically in all subjects including maths
- Children who learn rare words when they are young not only learn to appreciate such vocabulary, but will enjoy reading more. The benefits snowball: by reading more, they will discover new words, experiment with writing, and express themselves more fluidly.

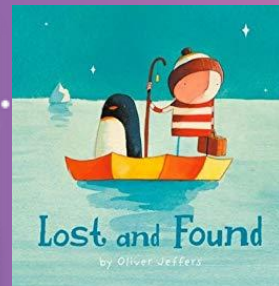
# Writing



## Early learning Goals:

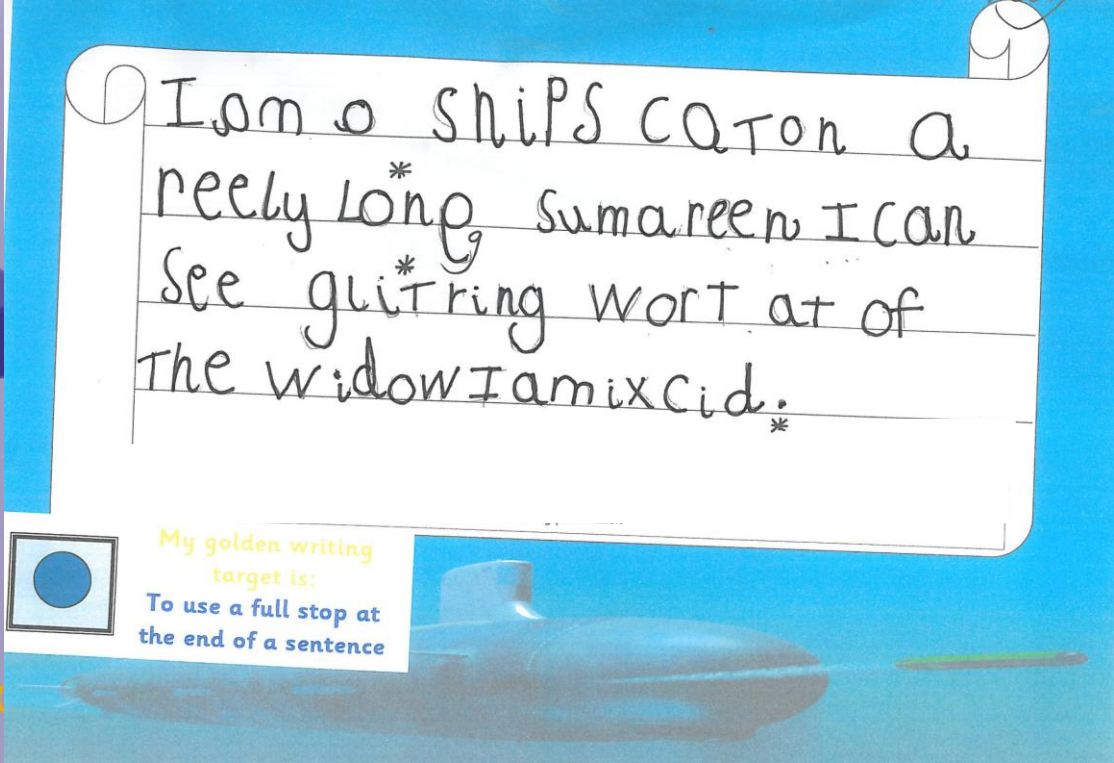
### Writing

- 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 writing activities we do in Reception will always be centred around the topic.
- We aim to engage them in a story and they often act it out or learn it verbally first.
- They then use the language and structure to complete a variety of writing activities using their own ideas.





I am a SHIPS captain a  
reely long, sumareen I can  
see glitring wort at of  
The widow I amixcid.\*

My golden writing  
target is:  
To use a full stop at  
the end of a sentence





Here is an example of a piece of writing  
towards the end of the year.

# Writing Samples

Register Writing

LOUIS	✓
Sam	✓
pat	✓
TIMM	✓
Pam	✓

Adult Led Writing Activity - Week Beginning 25<sup>th</sup> September 2023  
ELO: To hear and write the initial sound in simple words.

 **Accident Note**  © 2023

Name: Edie

Accident: leg

head head

hand


neck neck

Adult Led Writing Activity Week Beginning 3.10.23  
In keeping with our topic this half term 'People who help us' the children used their phonic knowledge to write a Doctor's note.  
ELO: 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.  
twinkl.co.uk


# Writing Samples

## Autumn term


CVC Writing



dog



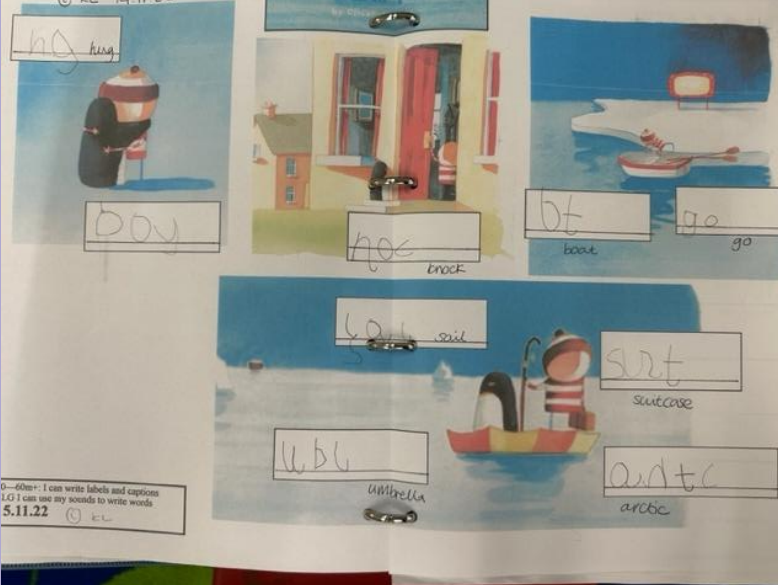
cap



red

10 ten

Adult Led Writing Activity - 17.10.22  
ELG: To spell words by identifying sounds in them and representing the sounds with a letter



hot air balloon

house

boat

go

sail

suitcase


ant

arc

umbrella

0-60hrs: I can write labels and captions  
1.G I can use any sounds to write words  
5.11.22

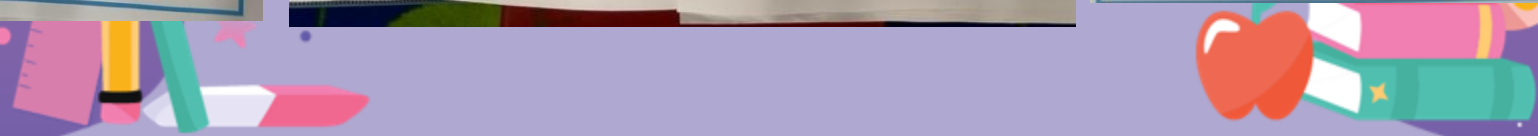
Snowy Animals



it can waddle

it can swim



Adult Led Writing Activity - Week Beginning 7.11.22  
ELG: Write simple phrases and sentences that can be read by others





# Writing Samples

## Spring term



 Palaeontologists 

They dig for bones.  
They ~~use~~ <sup>use</sup> a ~~hammer~~ <sup>hammer</sup>  
to ~~break~~ <sup>break</sup> the mud and  
find the bones.  
Then they dust the bones with a brush  
and send bones to the  
Museum.  
Museum  
Adult Led Writing Week beginning 6<sup>th</sup> March 2023

A chick cannot  
click the  
wings are  
not for  
flying.  
In the nest  
they have  
feathers.  
When they  
are born  
they are wet.  
CHICKS CAN  
SEE IN FULL  
KULERO colour.

# Writing Support

**Grapheme mat** Phase 2 and 3

S s	t tt	p pp	n nn	m mm	d dd	g gg	c ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz	qu	ch	sh	th	ng	nk		
a	e	i	o	u				
ai	ee	igh	oa	oo	oo	ar		
or	ur	er	ow	oi	ear	air		

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**Phonics**

s	a	t	p	i	n
S	a	t	p	i	n
m	d	g	o	c	k
m	d	g	o	c	k
ck	e	u	r	h	b
ck	e	u	r	h	b
f	l	j	v	w	x
f	l	j	v	w	x
y	z	qu	ch	sh	th
y	z	qu	ch	sh	th
ng	nk	ai	ee	igh	oa
ng	nk	ai	ee	igh	oa
oo	oo	ar	oi	ur	ow
oo	oo	ar	oi	ur	ow

# How do we teach Handwriting?

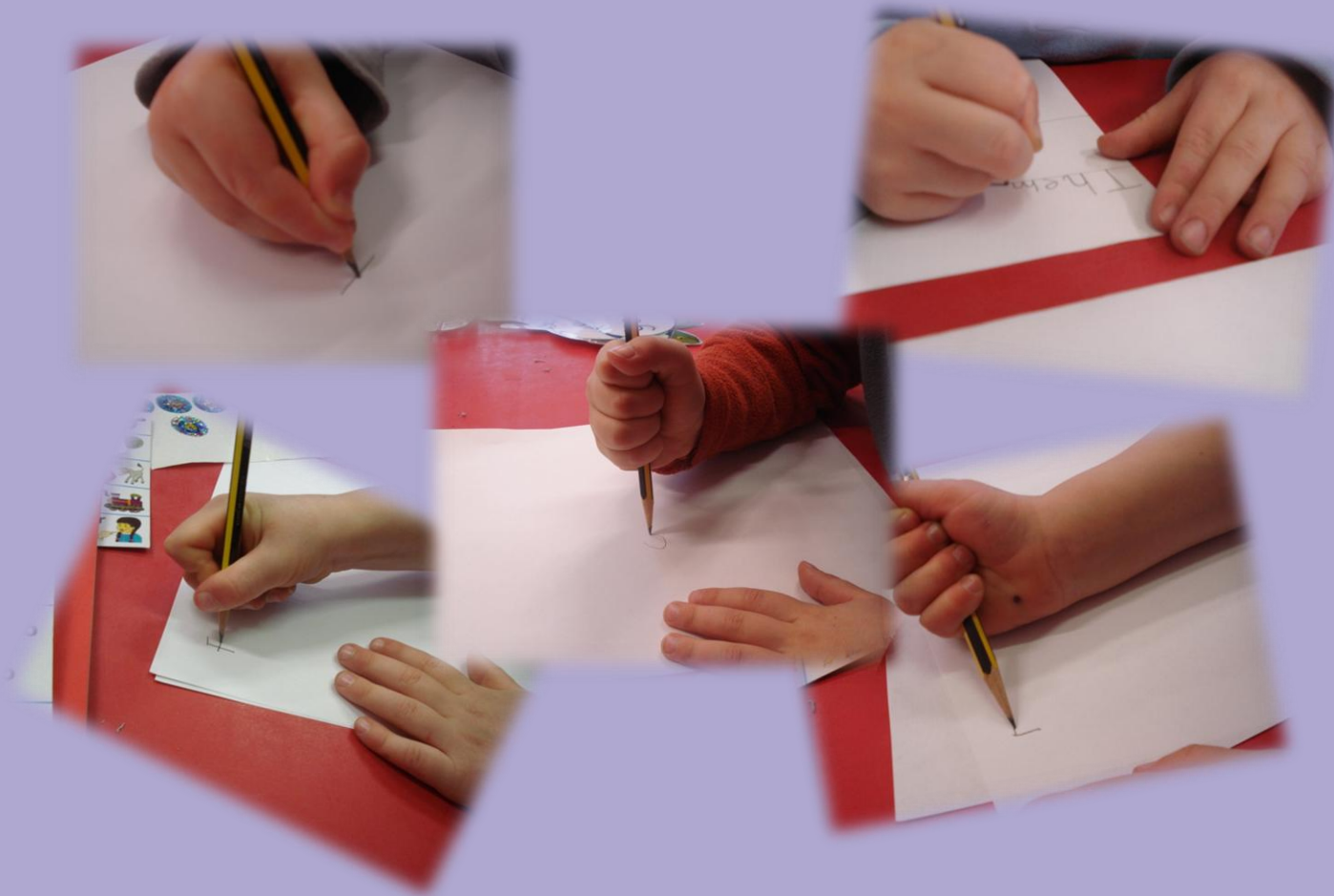
S S

Under the snake's chin, slide down and round its tail.

a a

Around the astronaut's helmet, and down into space.





Your child's pencil grip and control is related to their fine motor skills.

Left hand

Right hand

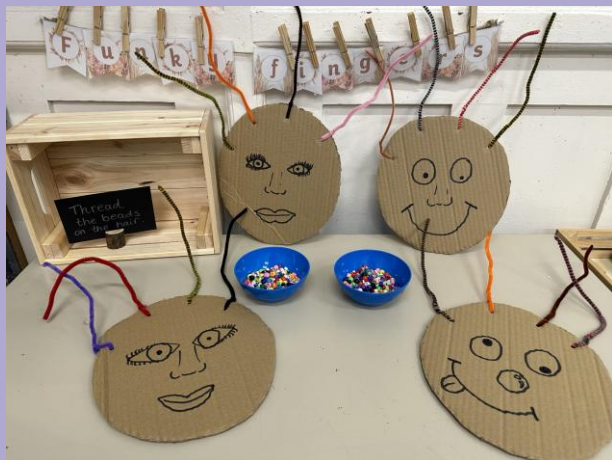
index (pointer) finger



thumb



# Fine Motor



Thank you!