

# Early Years Literacy Workshop 2024



Introduction and the development of  
early speaking and listening, reading and  
writing skills at Saltford School



# Welcome

- **Literacy Early Learning Goals**
- **Speaking and listening**
- **Phonics and Reading**
- **Writing**

# Early Learning Goals

## 3 Prime Areas

- ▶ Personal, Social and Emotional
- ▶ Communication and Language
- ▶ Physical Development

## 4 Specific Areas

- ▶ Literacy
- ▶ Mathematics
- ▶ Understanding the World
- ▶ Expressive Arts and Design

# Speaking and Listening

## What we are doing at school

- Chatterbags
- Voice 21- a culture of high quality oracy giving the children opportunities to speak in a range of different situations.
- Word of the week
- Specially chosen, high- quality texts to support vocabulary development.
- Specific teaching of sentence structures.

Speaking and Listening are the foundations for reading and writing

# Speaking and Listening

## How you can support your child's development

- Top Talking Tips Guide
- Model good listening behaviour- Fantastic Listening – ‘The Saltford Way’
- If your child incorrectly pronounces a word, repeat the sentence back to them correctly. Try not to directly correct.
- Play games- especially ones that require turn taking and use a dice.
- Sharing Vocabulary/ Storybooks

Speaking and Listening are the foundations for reading and writing

# Early Learning Goals for Reading

## 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 (irregular) words.

## 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.

# Early Phonics in action

Phonics is about children knowing how letters link to sounds (graphemes to phonemes)

- ▶ c as in cat
- ▶ ll as in fell
- ▶ ee as in sheep



# How we deliver Early Phonics Teaching

- Read, Write Inc
- Little phrases
- All through the day.

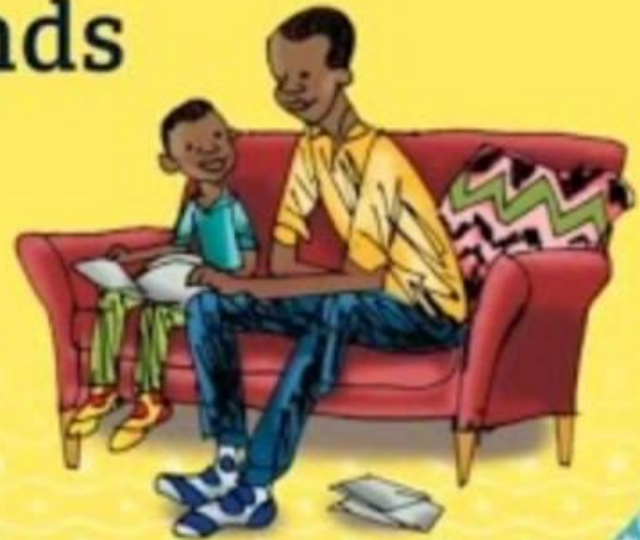




# How to say the sounds

**Read Write Inc.**  
Phonics

## How to say the sounds



Let's have a go together!

Sounds + blending = reading



+

sat

# Fred



Use the green cards on your table to 'Fred Talk' some words for your friend to guess. Play some of the Fred Talk Games on the print out with a partner.

# 'Three with me, four at home'

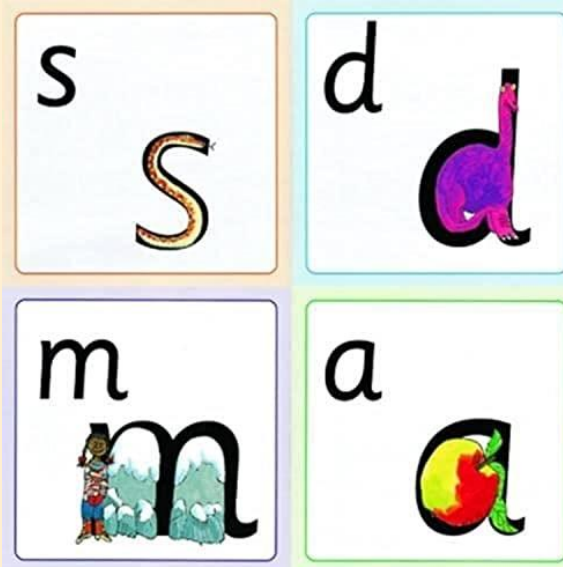
Accuracy

Fluency

Comprehension

Read and enjoy at home

Which books will children bring home?



# Which books will children bring home?



# Which books will children bring home?

**Dicty 1: pop**

**Speed Sounds** - Read the sounds that the letter makes

a g t p n s d o i


**Quick Reads** - Read these words by blending the sounds together

not got sip pop dad did dog

**Read Words** - Read these words but tell your child the word if they get stuck

i the

I got pop  
dad got a sip  
the dog did not

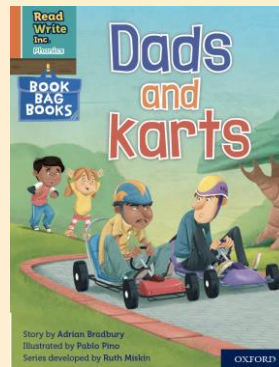


Remember not to read the Dicty to your child but to give them the Dicty, to practice and give your child plenty of praise.



# Book Bag Books

- Extra reading practice at home
- Uniquely matched to the *Read Write Inc.* Phonics Storybooks.
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.





'Special Friends', 'Fred Talk', read the word

1.4

ship

## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Picture Phrases for Special Friends

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

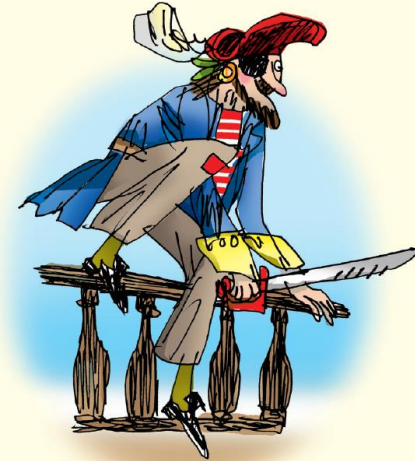
3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn

# Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

# What can you do?

Children will bring home a reading folder at the end of this week, which will contain the sound cards of sounds they have already learned in school. The reading record is for simple comments about the child's reading progress between home and school. Please mark each comment with a H to show home reading.

- Watch our information videos
- Use pure sounds, not letter names
- Play Fred Games
- Get your child to tell you the sounds on the cards- tips for working parents.
- If they are confident, use the cards to make short words that they can Fred talk and blend to say the word.
- Read stories to your child every day
- Create excitement and enthusiasm about reading and books.
- Keep relaxed, positive and encouraging. We know it is tricky, but please try not to compare your child to others.



<https://www.teachyourmonstertoread.com>

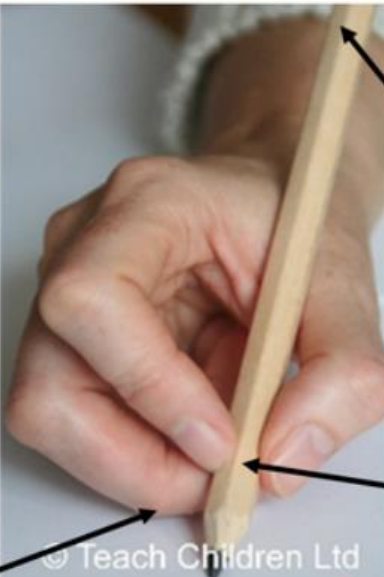
# Early Learning Goals for Writing

- 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

# Writing – How you can help

- ▶ Variety of writing materials
- ▶ Fine motor skills- Teach Handwriting
- ▶ Cutting
- ▶ Handwriting/spelling
- ▶ Model writing the graphemes
- ▶ Correct pencil grip
- ▶ Lowercase letters – capitals only at beginning of sentences, names etc.
- ▶ Encourage your child to draw/write parts of a shopping list, greetings card, post it message, birthday/Christmas list.
- ▶ Time to try some of the activities that promote fine motor control.

## Right- Handed



The diagram shows a right hand holding a pencil. The pencil is held between the thumb and index finger, with the middle finger supporting it from underneath. The ring and little fingers are curled towards the palm. The pencil is held about 2 cm from the tip. The top of the pencil points towards the shoulder. A small icon of a right hand with 'R' is in the top right corner. A copyright notice '© Teach Children Ltd' is at the bottom of the image.

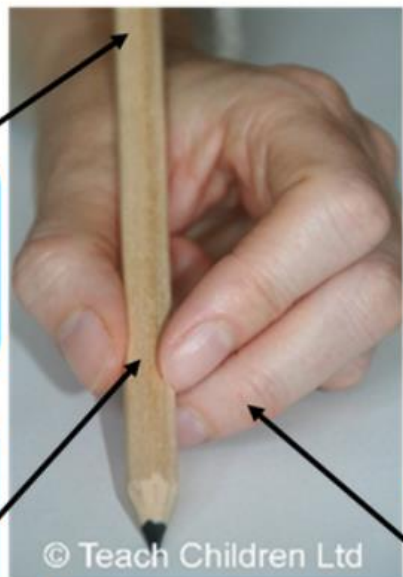
The ring finger and little finger gently curl in.

The top end of the pencil will point towards the shoulder.

Hold the pencil about 2 cm up from the tip, between the index finger and thumb.

The middle finger curls in slightly so that the pencil rests on its inner tip edge.

## Left- Handed



The diagram shows a left hand holding a pencil. The pencil is held between the thumb and index finger, with the middle finger supporting it from underneath. The ring and little fingers are curled towards the palm. The pencil is held about 3 cm from the tip. The top of the pencil points towards the elbow. A small icon of a left hand with 'L' is in the top left corner. A copyright notice '© Teach Children Ltd' is at the bottom of the image.

The top end of the pencil will point towards the elbow.

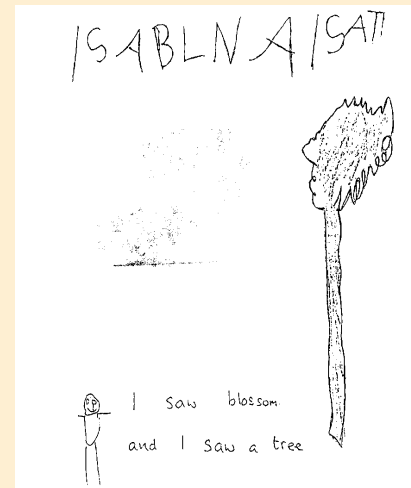
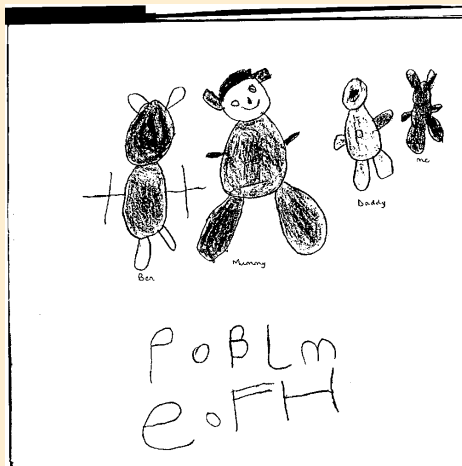
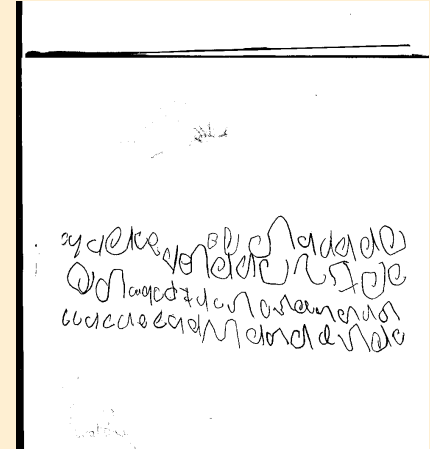
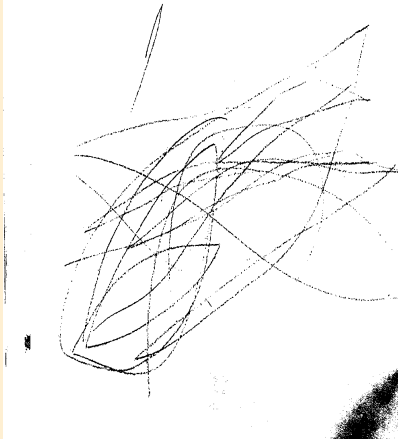
Hold the pencil about 3 cm up from the tip between the index finger and thumb.

The ring finger and little finger gently curl in.

The middle finger curls in slightly so that the pencil rests on its inner tip edge.



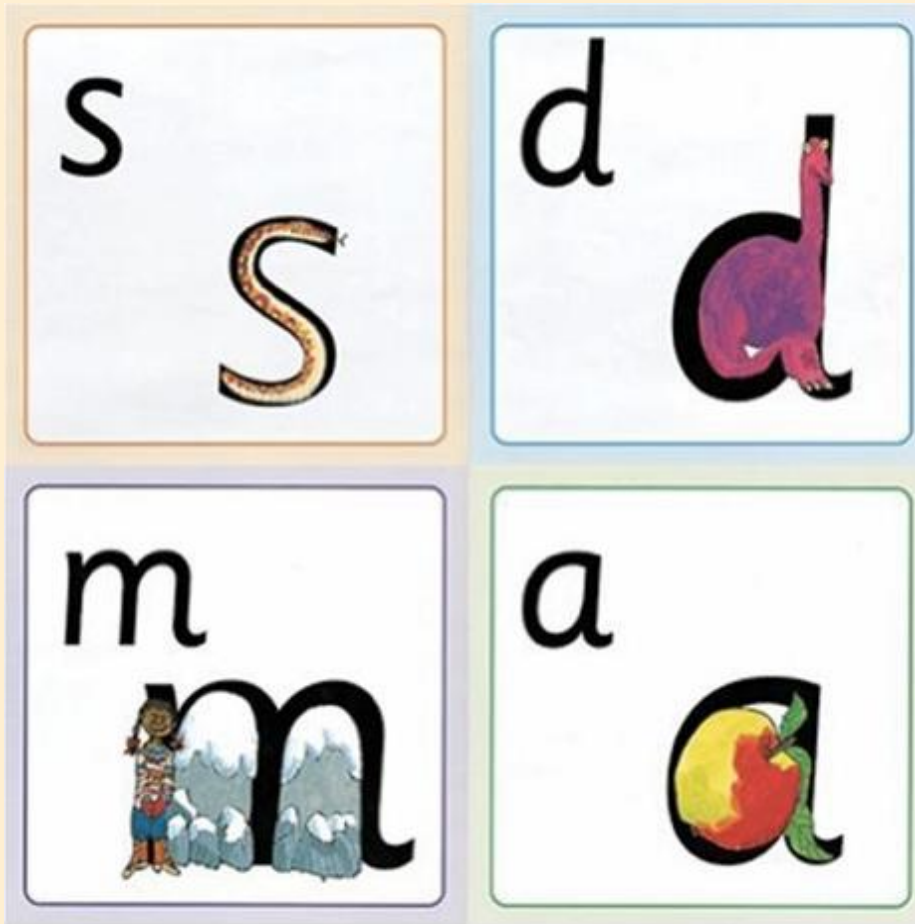
# Writing and Progression



# How the learning looks in class

- Shared writing experiences- the use of Talk for Writing
- Writing for purpose
- Use phonics discretely for reading and writing throughout the whole day
- Provide an enabling environment which creates opportunities for these learning experiences
- A daily focused 30 minute phonic teaching lesson
- Use a variety of resources, games and ICT
- We challenge all of our learners through questioning and providing feedback to move their understanding on.

# Name the pictures



# 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



Time to practice some of the mnemonics- have a go at writing them yourself!

# Teach spelling using Fred Finger



Let's have a go together!

# Talk For Writing

- Using key texts to teach storymaking and promote creativity.
- Learning simplified versions of the texts with actions to support
- Retelling the text time and time again.
- Drawing storymaps to plot out the text
- Using our storymaps to write these stories and, when we feel more confident, adapt the characters, settings and even plots.
- Aims to support understanding of story structures.

# Useful websites

- <https://www.oxfordowl.co.uk/for-home/>
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- <https://www.teachyourmonstertoread.com/>
- <https://www.booksfortopics.com/early-years>
- <https://teachhandwriting.co.uk/parents.html>
- <https://www.ictgames.com/mobilePage/literacy.html>
- <https://www.phonicsplay.co.uk/>
- <http://www.ruthmiskin.com/en/parents/>