

RECEPTION LITERACY WORKSHOP

The workshop will focus on:

Phonics
Reading
Writing



The aim of the session is to show you some of the activities we deliver in school and ways you can support children with Literacy at home.



COMMUNICATION AND LANGUAGE

EARLY LEARNING GOALS (END OF RECEPTION)

Communication and language underpins all areas of learning.

Read and reread selected texts

Model words and phrases

Model talk routine 'Talk about Topic'.

Signal when we want children to listen

Ask open ended questions

Link active listening with learning

Repeat vocabulary and regularly revisit

Provide a selection of books, objects, photos or pictures to talk about

Identify and teach new vocabulary

Use complete sentences in everyday talking

Daily story time

Provide traditional and modern books

Expose children to a range of fiction and non-fiction texts

Model deliberate mistakes to highlight we can be wrong and mistakes are a learning opportunity!

Communication and Language

ELG: Listening, Attention and Understanding

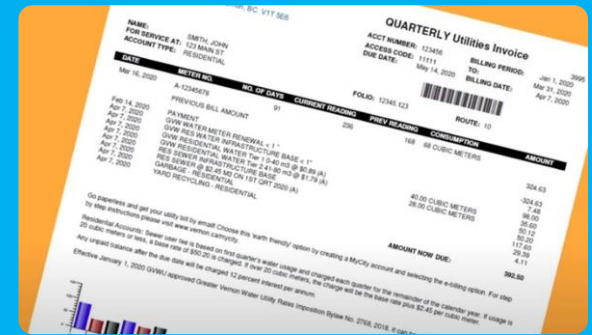
Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher



READING AT SCHOOL 'ROOTED IN READING'

How do we approach reading?

- Daily Phonics lessons
- Individual readers
- Guided reading groups
- High quality books linked to our topics
- Children vote for their favourite story at the end of the day



LITTLE WANDLE LETTERS AND SOUNDS REVISED

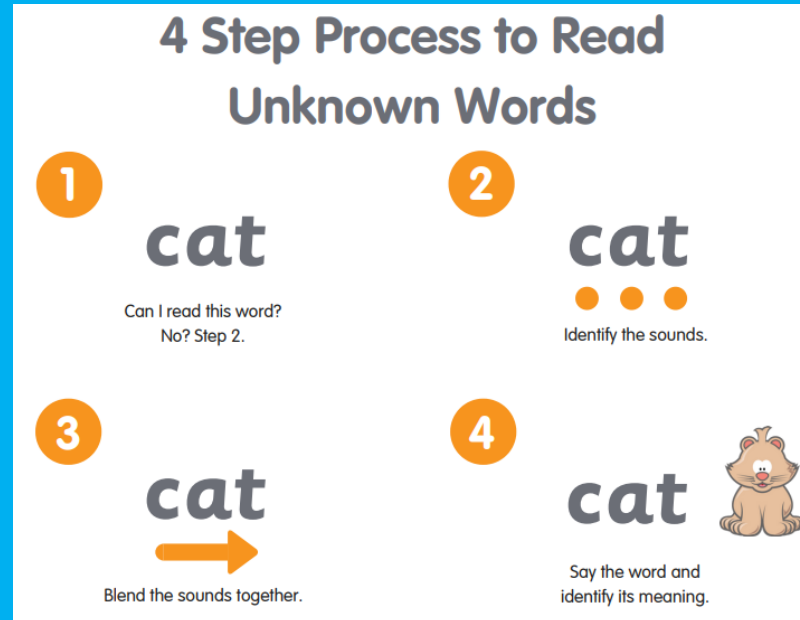
Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





What is phonics?

- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.



- Phonics is the understanding of how letters combine to make words. It refers to the learning of letters and their corresponding sounds.
- Although there are 26 letters in the English alphabet, there are 44 speech sounds which are introduced in phases.
- Phases 1 to 6
- Its aim is to get children reading and writing quickly and independently.



GRADUALLY YOUR CHILD LEARNS THE ENTIRE ALPHABETIC CODE:

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVC CCVC CCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

TEACHING ORDER IN RECEPTION






Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv	Down to the bottom of the volcano, and back up to the top.
w w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say without	Down and round the yo-yo, then follow the string round

WHEN IS PHONICS TAUGHT?

EC

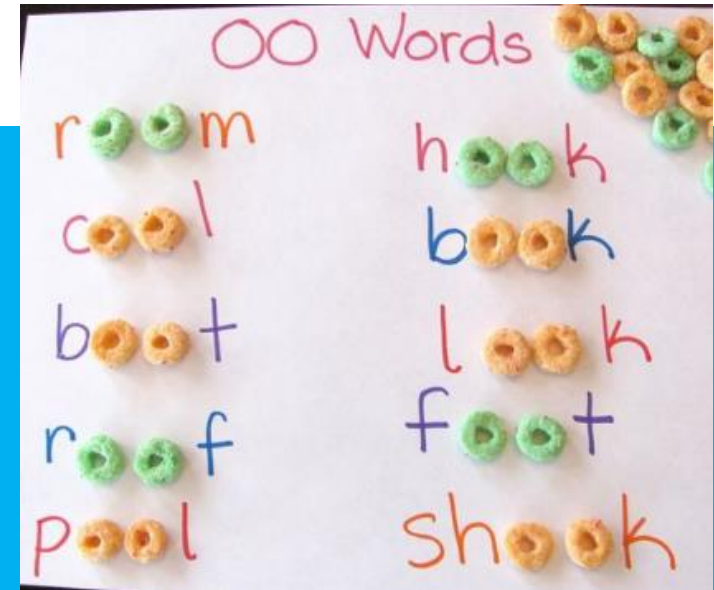
- Monday to Friday every week from 9.05 – 9.35am
- The children are in a phonics group
- Children are encouraged to use their decoding strategies to read and write in other areas of their learning – phonics and reading is everywhere in the curriculum. This is why we are 'Rooted in Reading'.



WHAT IS SPECIAL ABOUT A PHONICS LESSON?

EC

- Fast paced 30 minute lessons
- Revising previous sounds
- Teach a new sound
- Practise – segmenting and blending, letter formation
- Application to reading and writing
- Lots of praise



PHONICS VOCABULARY

Phoneme: the sound

Grapheme: the written letter

Segmenting: breaking a word up into its component sounds

Blending: running sounds together to make a word

Tricky words: words that cannot be decoded using phonics

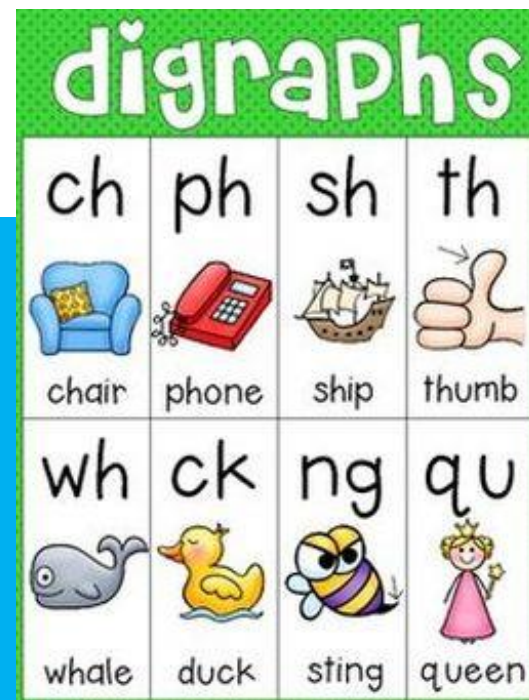
CVC: c = consonant (b/c/d/f), v = vowel (a/e/ee)



PHONICS VOCABULARY

EC

Digraph: A digraph is where two letters are used together to make one sound.



Trigraph: A trigraph is where three letters are used together to make one sound.

ear air ure



Phonetically Plausible: written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij



“

**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

”

ONE OF THE MOST IMPORTANT THING YOU CAN DO IS READ WITH YOUR CHILD AT HOME

Parents taking the time to read a book and have a conversation with their child had a positive impact a year later on a child's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

READ TO YOUR CHILD

The shared library book is for you to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



READING AT HOME

- 1 reading book that is matched to children's phonics ability and 1 reading book from our classroom library to read for pleasure
- Picture books
- First word books
- High frequency word lists in Reading diaries
- Phonics books
- Reread a range of books to develop children's vocabulary development



SUPPORTING YOUR CHILD WITH PHONICS



**Phase 2 sounds taught in
Reception Autumn 1**

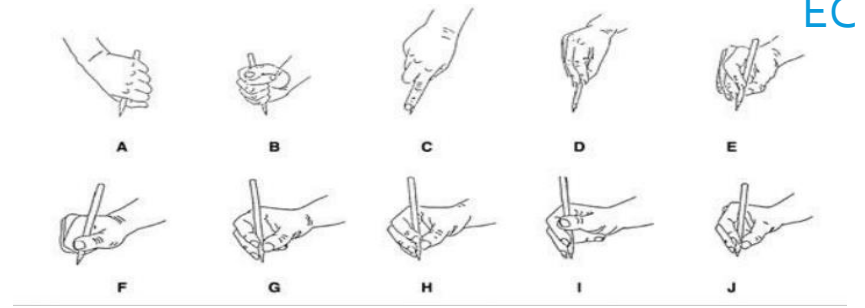


**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

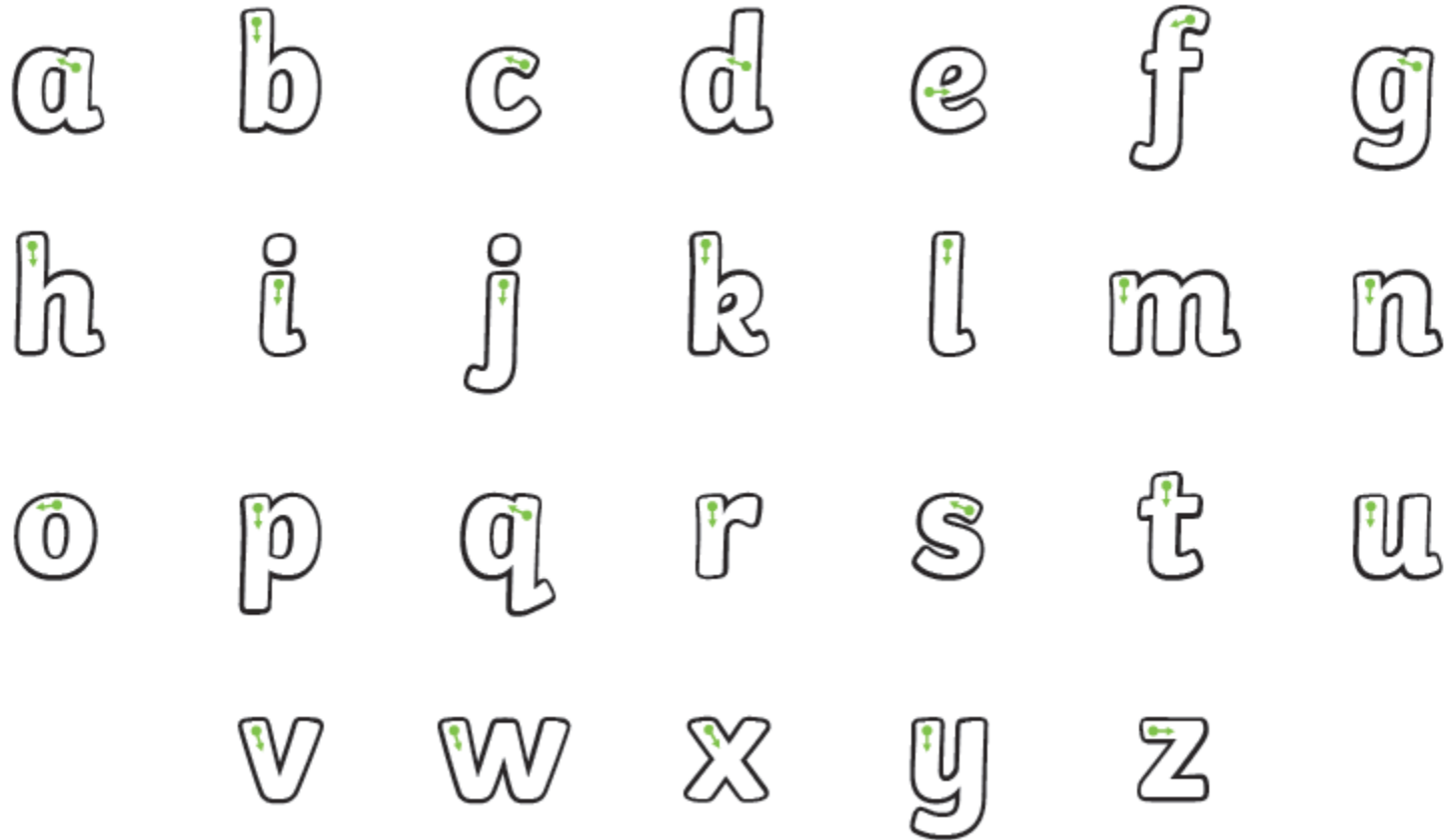
WRITING



- Developing fine motor strength and pencil control
- Children begin with “wiggles and squiggles”
- They begin to ascribe meaning to these marks
- Increasingly use phonic knowledge and letter formation in their writing
- Write simple “CVC” words as knowledge increases
- Write simple sentences



HOW WE FORM OUR LETTERS...



- We form our letters in print.
- We do join our digraphs and trigraphs e.g. *sh ear*



WRITING AT SCHOOL

Physical development plays a key role in a child's ability to write.

Some of the things we deliver in school are:

- Daily handwriting formation included in phonic lessons
- Daily morning 'busy jobs' focus on cutting, threading and name writing/pencil control
- Songs and rhymes used to support formation and numerals and letters
- Squiggle and Wiggle into Writing
- Use of sensory resources for mark making in a variety of ways such as: shaving foam, playdough, paint, printing, mud writing, glitter
- Daily fine motor activities are planned in our continuous provision (CP)
- Getting dressed and undressed for PE, gaining independence do buttons and fasten zips
- Daily support with knife and fork as children eat

Physical

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.



EARLY LEARNING GOALS (END OF RECEPTION)

GA

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

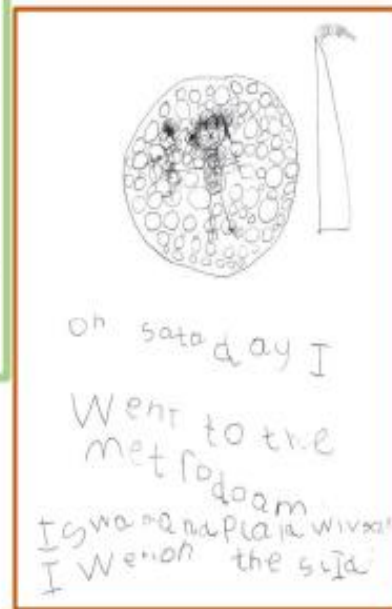
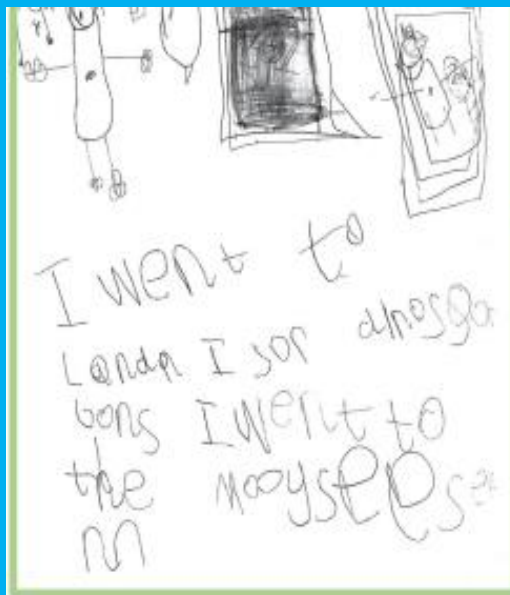
Literacy

ELG: Writing

Children at the expected level of development will:

- 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 EXAMPLES END OF RECEPTION



WRITING AT HOME

- Reinforce correct letter formation
- Encourage correct pencil grip
- Let them see you writing
- **Do not spell everything out for them**
- Say the word
- Segment the sounds
- Count the sounds
- Write them down
- Develop fine motor skills by cutting, sewing, dot-to-dots etc.
- Encourage independence
- Writing- use rhymes, write in sand, shaving foam, big paintbrush



PHONICS INFORMATION – WEBSITE

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LITERACY WORKSHOP

This page is currently awaiting content

GRAPHEME-MATS-PHASE-2-AND-3.275295346	↓
GRAPHEME-MATS-PHASE-2-CAPITAL-LETTERS.275295346	↓
PHONICS GAMES FOR HOME	↓
PRONUNCIATIONGUIDEAUTUMN1.275295347	↓

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Find other alphabet songs on:

- YouTube
- British Council- Learn English Kids- Alphabet Song



Segmenting and Blending games

Segmenting: breaking a word up into its component sounds (spelling)

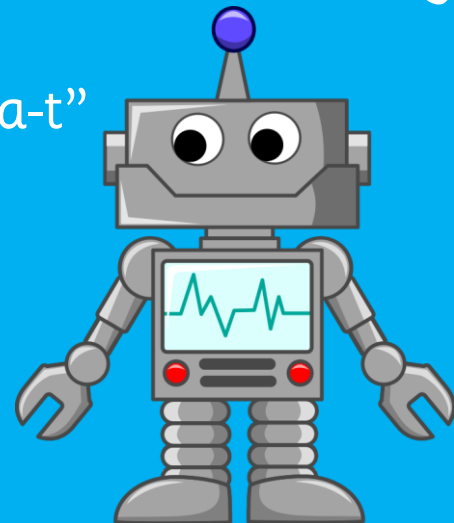
Blending: running sounds together to make a word (reading)

Action game
“Can you j-o-g?”

CVC Bingo

I-spy
“I spy the word b-a-t”

Choose an object



ENJOY SOME PHONICS ACTIVITIES WITH YOUR CHILD! 😊

ALL PHONICS RESOURCES AND TODAYS POWERPOINT CAN BE
DOWNLOADED VIA OUR SCHOOL WEBSITE.

THANK YOU!