

Reception Reading and Writing Parent Workshop









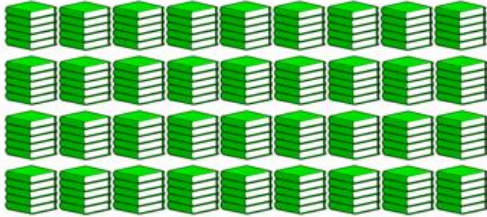



Reading

- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What do the colour bands mean?
- How can I support with reading at home?
- What should my child be able to do by the end of Reception?

Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.



Child A reads for 20 minutes per night, 5 times a week 	Child B reads for 4 minutes per night...or not at all 
In one week: 100 minutes of reading 	In one week: 20 minutes of reading 
In one month: 400 minutes of reading 	In one month: 80 minutes of reading 
In one school year (9 months): 3,600 minutes of reading 	In one school year (9 months): 720 minutes of reading 
By the end of year 6: 28,800 minutes of reading (80 school days) 	By the end of year 6: 5,760 minutes of reading (16 school days) 



“mmmmmm”

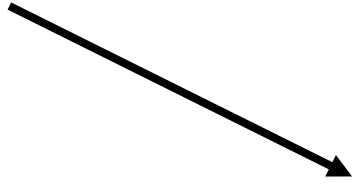
“Down the mountain
and over the
mountain.”

Set 1 sound mat!
























m	a	s	d	t	i	n	p	g
o	c	k	u	b	f	e	l	h
sh	r	j	v	y	w	th	z	



ay



Set 2 Sound Mat

					
ch	qu	x	ng	nk	
					
ff	ll	zz	ss	ck	er
					
ay	ee	igh	ow	oo	oo
					
ar	or	air	ir	ou	oy

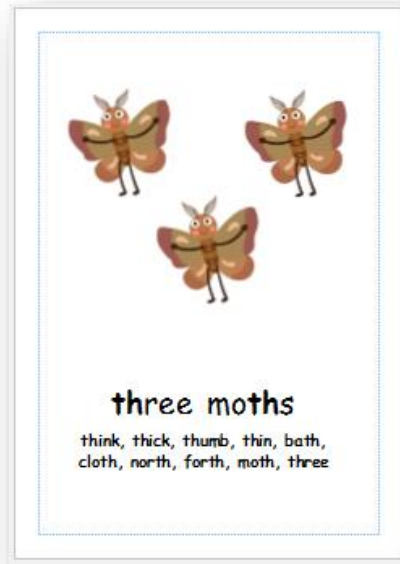
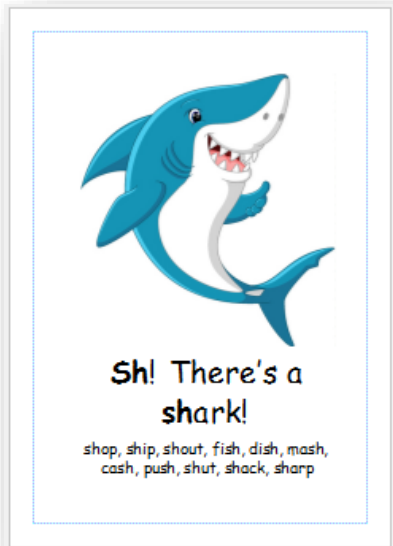


We use Makaton in both Reception and Nursery to support everyday language.

We have started to use Makaton to support children in phonics to make it accessible to everyone.

We have adapted the programme Read Write Inc (RWI) to link clearly to the sound by changing the picture card and action.

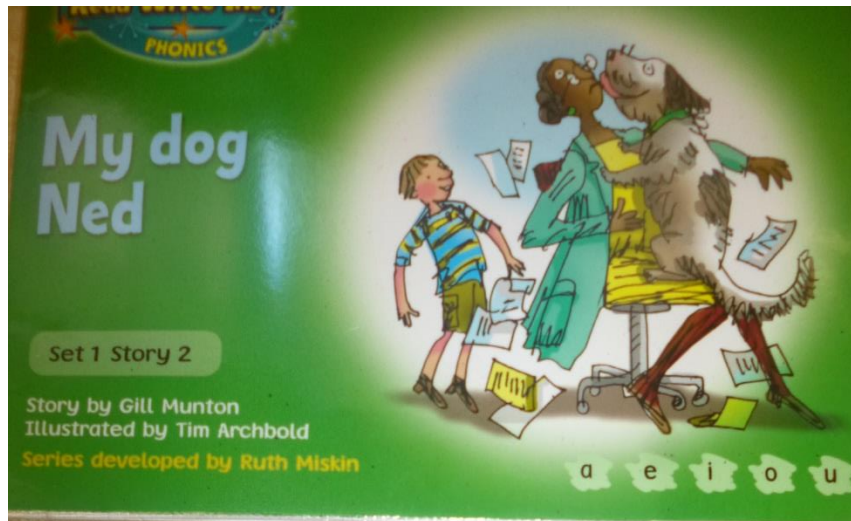
Here are some of the changed picture cards.



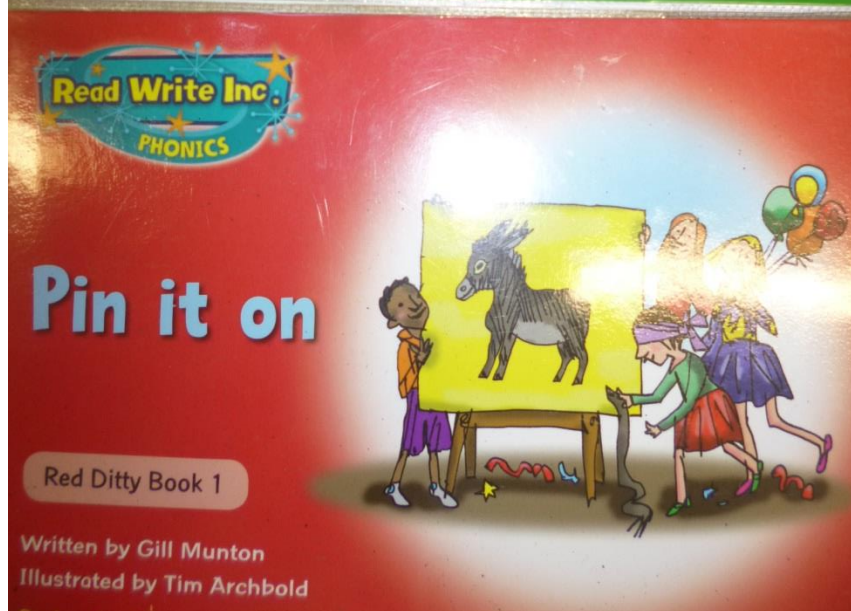


Videos of King Athelstan students modelling the Makaton actions and sounds coming soon! Watch this space!

RWI Reading books



We will be sending RWI books home for children to read at home during the week.



They are a great tool to help your child blend and segment words.





RWI Reading books

Ask your child to say each speed sound every time you read the book.

See if they can remember the action to go with it.

Make sure you do the vowels at the bottom!

Speed Sounds

Consonants
Say the pure sounds (do not add 'uh').

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Vowels
Say the sounds in and out of order.

a	e	i	o	u
---	---	---	---	---

Each box contains only one sound. Focus sounds are circled.



RWI Reading books

Ditty 1 Pin it on

Green words

Read in Fred Talk (pure sounds).

tum pin yes not leg it
on its chin

Read the root word first and then with the ending.

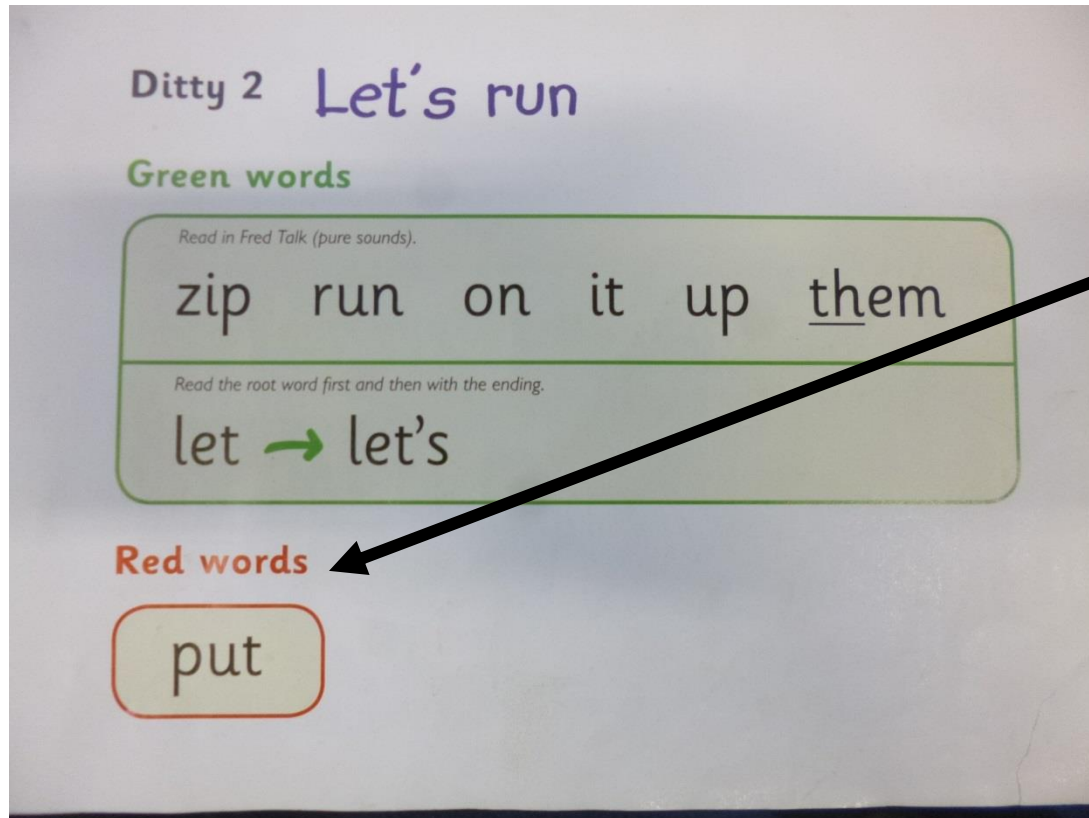
that → that's

Ask your child to try and sound out the green words before starting the story.

This is pre-teaching your child the keywords that will appear in the text.



RWI Reading books



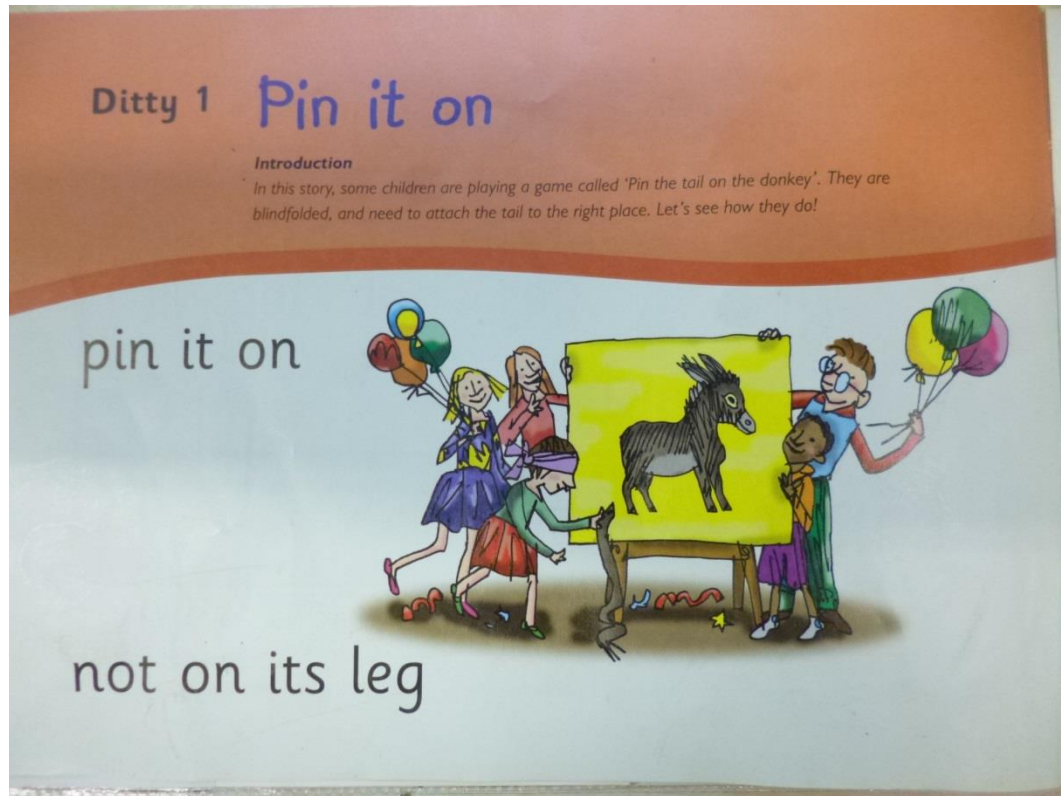
Some of these stories have red words in them.

These are words you can't sound out.

Get your child to spot the red words in the story and use your book mark to recap them.



RWI Reading books



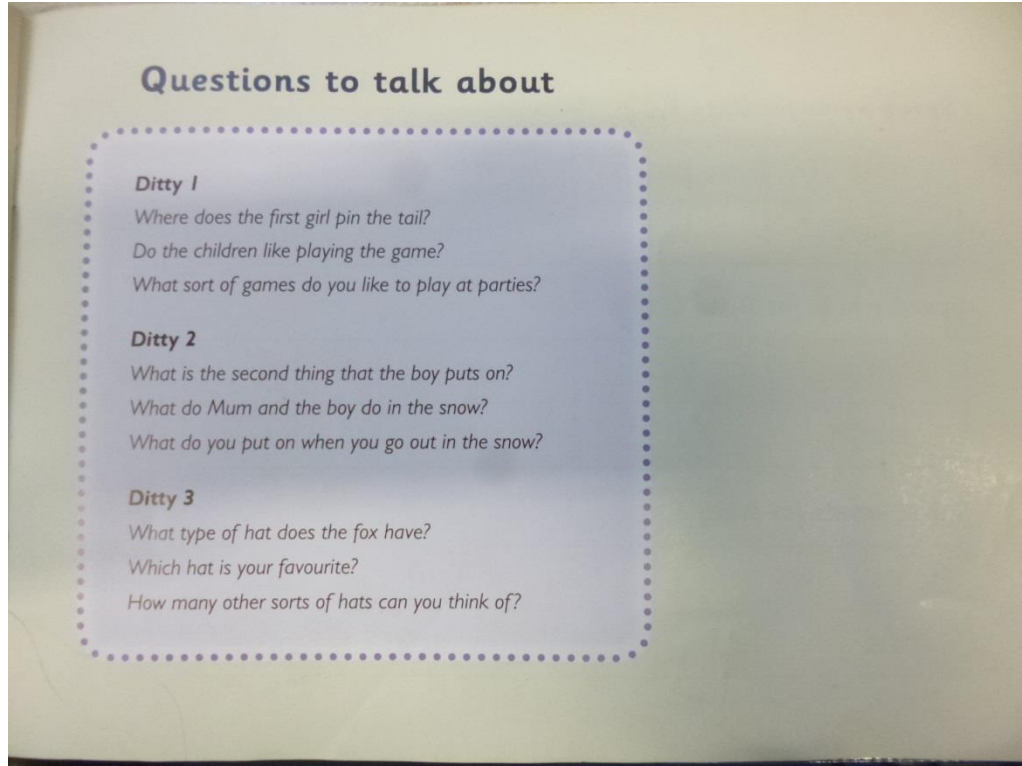
Make sure your child sounds out the title of the story before beginning.

You can read the introduction to them to start the story.

Please allow your child to sound out the words rather than you reading the story to them.



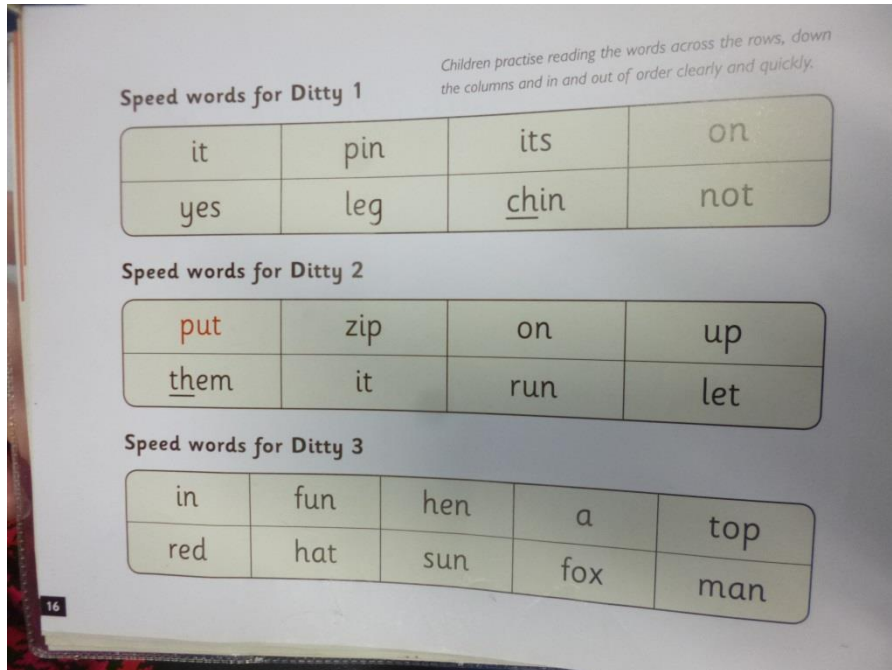
RWI Reading books



Once you have finished the story, please refer to the question page where you will find comprehension questions to ask your child about the story.



RWI Reading books



This page allows you to recap the key words present in the whole book.

You can go through all of these with your child once you have finished the book.

Key Words



Read Write Inc - My Reading and Writing Kits

Pack 1 - Introduces children to phonics and supports their first steps in learning to read and write.

Pack 2 - Helps children to blend sounds into words and practise writing simple words.

Pack 3 - Helps children to read longer sentences and stories and practise writing a growing range of words.



Pocket Rocket Phonics

Each week, your child will take home a reading leaflet to practise specific sounds taught that week at school. These are to read alongside the RWI books and home readers. Please keep these in the plastic wallet provided and practise over the year.

It would be great if these were kept safe and handed back to school at the end of the year, however we appreciate that they may get damaged as they are made from paper.





Reading at Home

Monday: You will be given a RWI book and the home reader book will be collected.

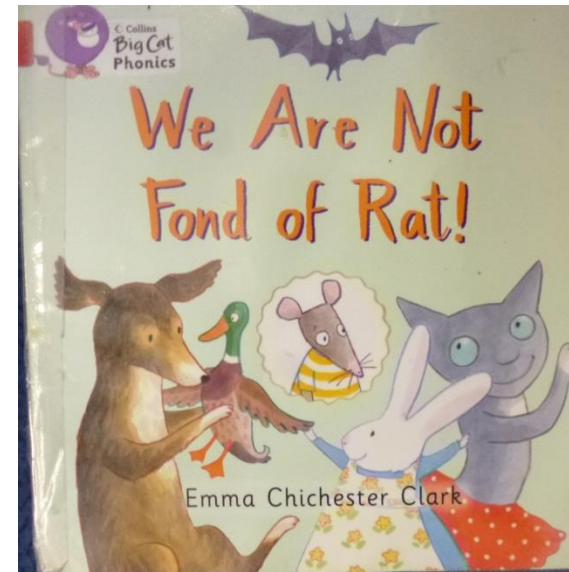
RWI books during the week and home readers for weekend

Friday: RWI books collected as above and home reading book is given for the weekend.

Please keep your child's book and reading record in their book bags every day even if you haven't read the book.



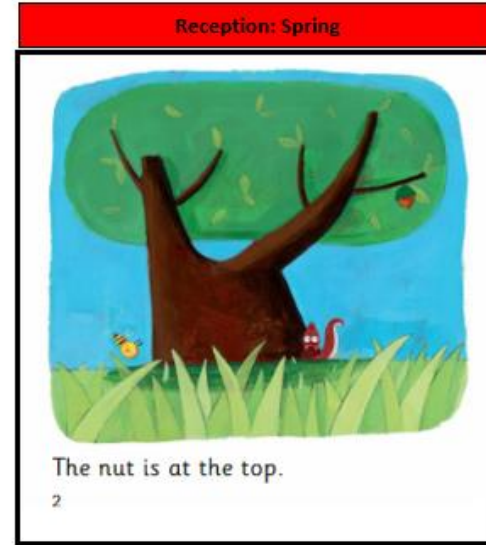
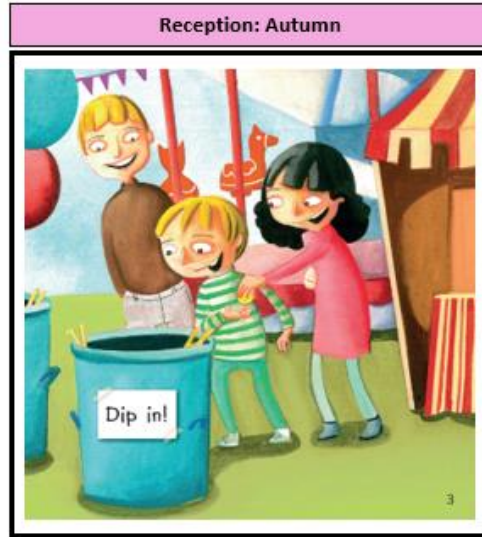
RWI book weekdays



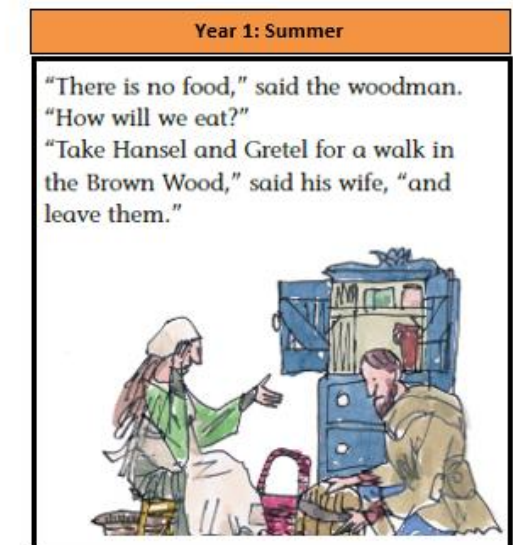
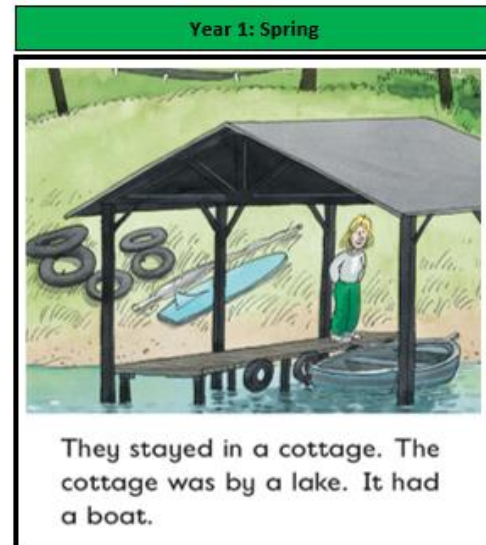
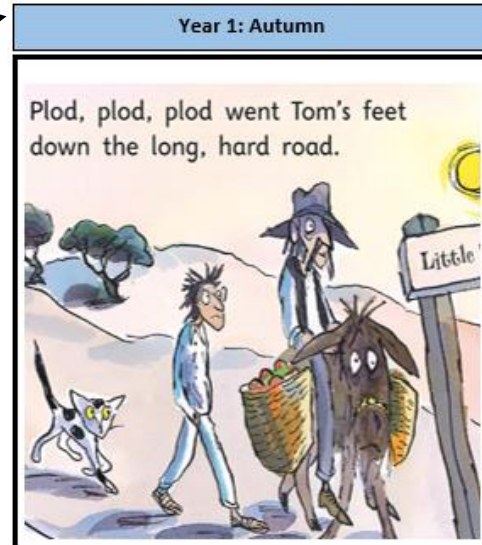
Home reader book weekends

What do the colour bands mean for home readers?

Pink
Red
Yellow
are books for reception children



Blue
Green
Orange
are books for Year 1 children



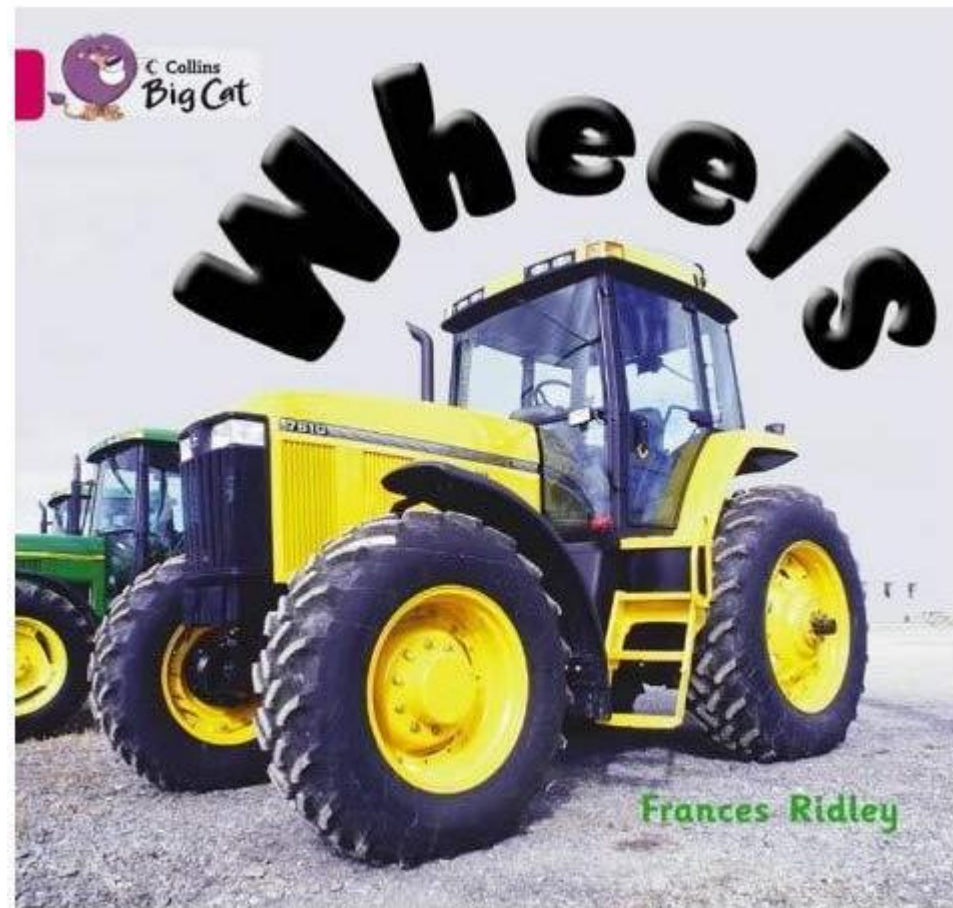
Pink and Red Books

Some words can be sounded out.

Some words the picture will prompt.


























Sam




















Yellow and Blue books

Set 2 Sound Mat

					
ch	qu	x	ng	nk	
					
ff	ll	zz	ss	ck	er
					
ay	ee	igh	ow	oo	oo
					
ar	or	air	ir	ou	oy

Set 3 Sound Mat

					
ea	oi	a-e	i-e	o-e	u-e
					
aw	are	ur	er	ow	ai
					
oa	ew	ire	ear	ure	

Dad put the toad down.



Writing

- How can I support with handwriting at home?
- What are fine motor skills and how can I support with developing my child's pencil grip?
- What should my child be able to do by the end of Reception?
- How is writing taught at school?
- How can reading support my child's writing?

What are Fine Motor skills?



- Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.
- Efficient fine motor skills require a number of independent skills to work together to appropriately handle the object or perform the task.

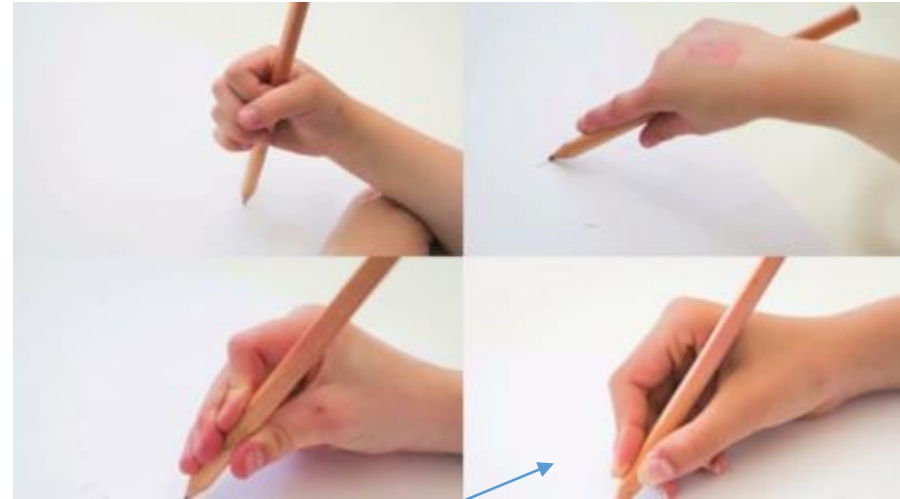


Fine Motor Skills



Pencil Grip

How a child holds a pencil is also dependent on their age and the stage of their development.



Expectation at the end of Reception



o e d g q

a

Caterpillar

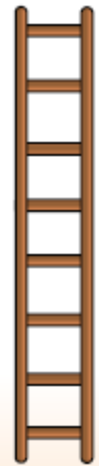
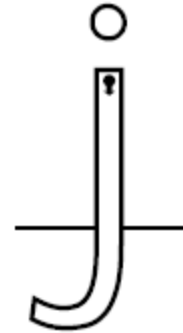
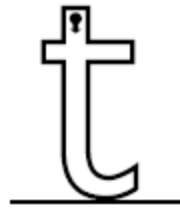
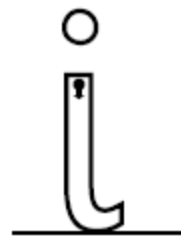
s

c

Letters

f

a c o d g q e s f



Ladder Letters



r

n

m

h

One-Armed

k



Robot

b

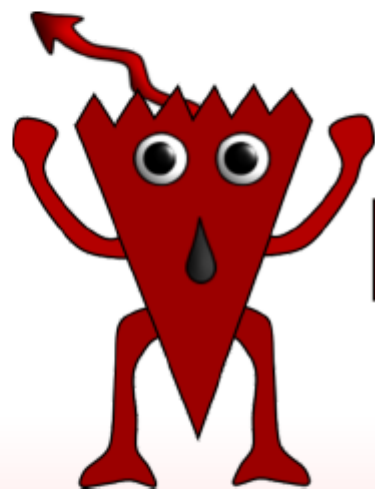
Letters

p



X

W



Zigzag Monster Letters

V

Z



Sounding out words to write...

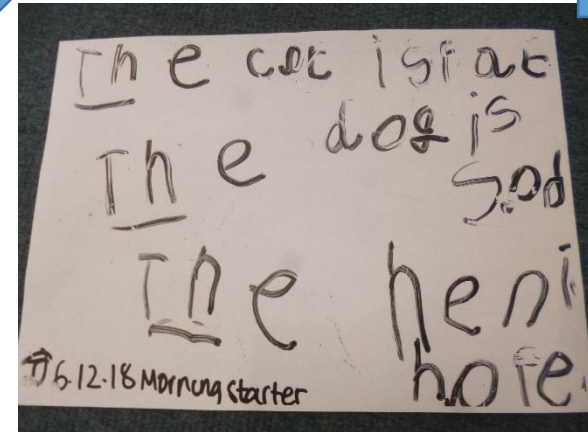
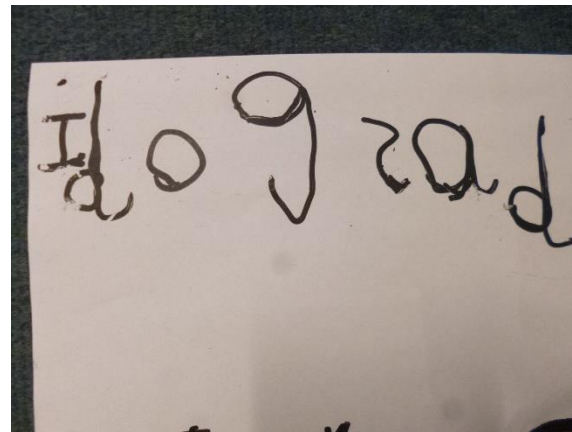
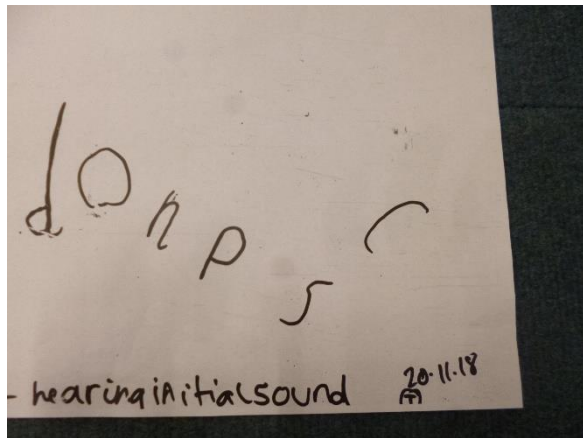
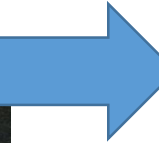
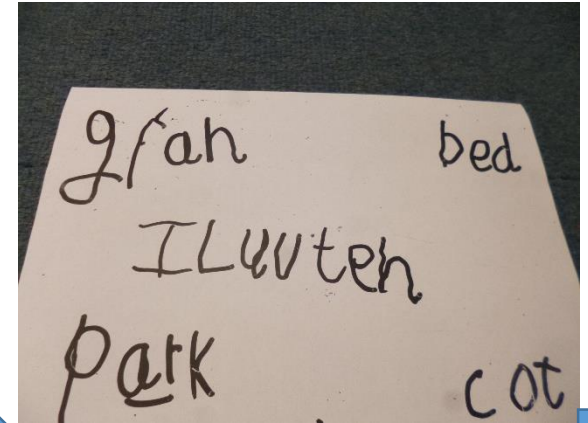
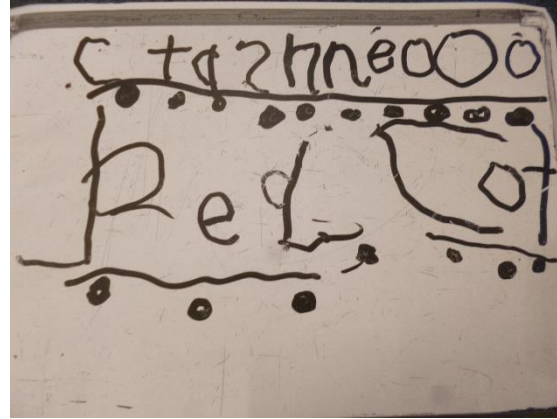
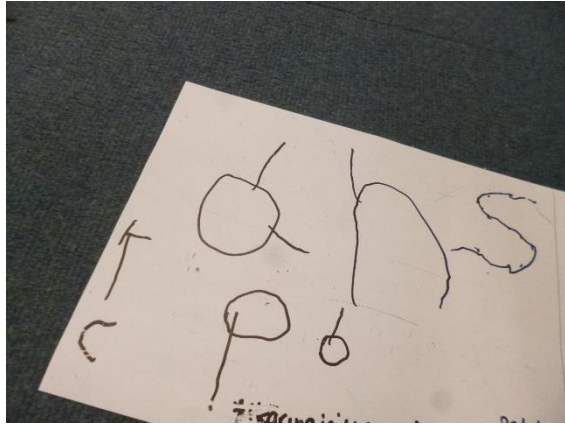
Fred fingers

We learn to write words using Fred fingers. When we do Fred fingers we think about how many sounds are in a word, put that many sounds on one hand, palms facing the person reading and a pointing finger on the other. Then we press those sounds onto our fingers, like this. Then we Fred talk as we write the word.

Writing



Progression throughout the year



Hearing and writing initial sounds
-including writing their name

Blending CVC words and attempting to write CVC words and high frequency words independently

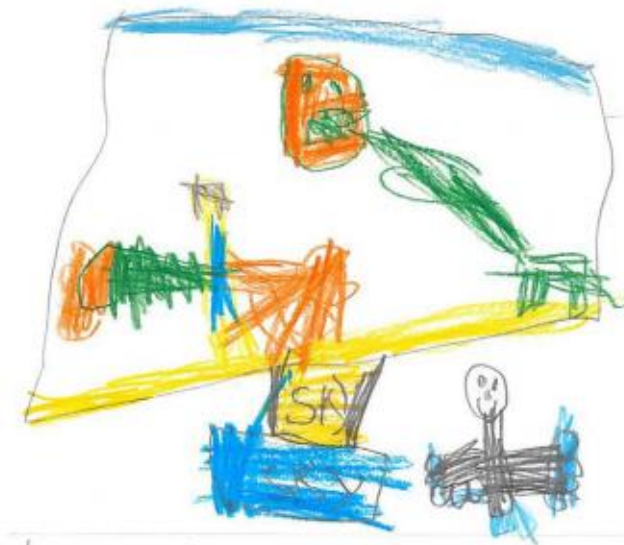
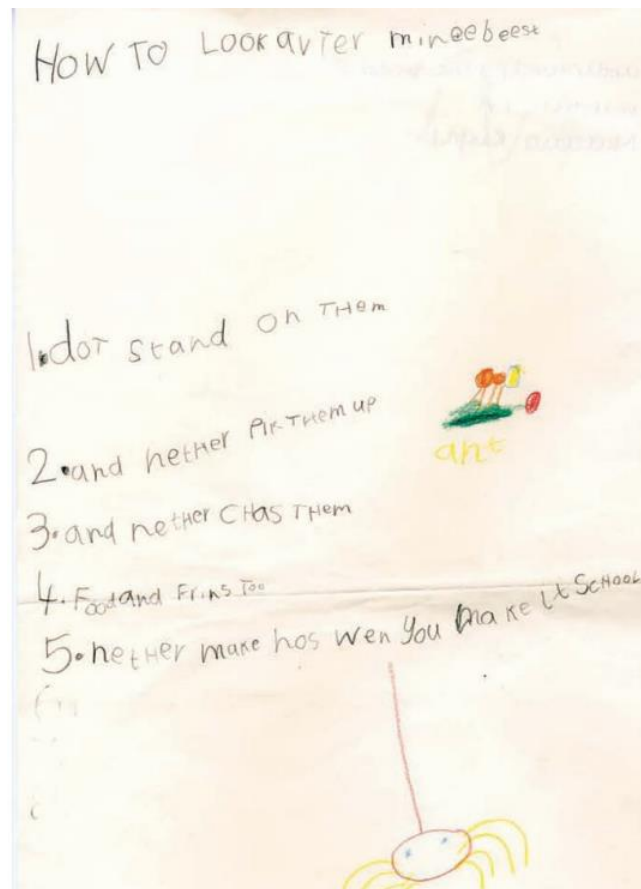
Attempting to write CVC words and high frequency words to form sentences

Expected Standard



pleze doant
BRAK the
case

EYFS profile exemplification for the level of learning and development expected at the end of Reception in writing.

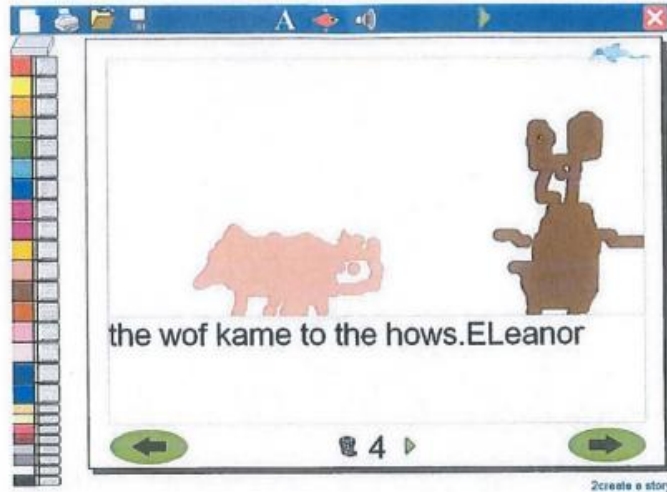


I Wached a
dinuSON MOVEE
it WAS soopeR
exsiting

Expected Standard



goldilocks ate all the porrig. she oso sat on the
chair. she went up ^{also} sters and she went to
sleep. daniel. _{stairs}



We do expect a range of writing including the use of ICT.




catapillars et
lets. They
hav lots
of legs. He
mays a cacook.
mya

When I go into
 space I saw a
 shooting star out
 of my window
 in a hour
 later I got
 to the moon
 and I was
 the first person
 to stand on the
 moon finally ^{err}
 I went to

- Key Features of narrative that goes beyond a simple recount.
- Breadth and richness of vocabulary
- Many irregular but high frequency words
- Phonically regular words of more than one syllable

Exceeding Standard

Once er pun time ①
 the pigs left
 their house the
 fast pig made
 a house out
 of straw. the
 second little
 pig made
 his house out
 of wood.
 The third little
 pig made his
 house out of bricks



one day their
 lived three little
 pigs they decided
 to build three
 other houses
 one was made
 out of straw one
 was made out
 of wood and the
 last house was
 made out of
 brick, one day
 a big bad wolf