



Welcome!  
Parents Information  
Morning  
Reading and Writing  
at Old Town



# Reading ....



# Alphabet vs Phonics

Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp  
Qq Rr Ss Tt Uu  
Vv Ww Xx Yy Zz

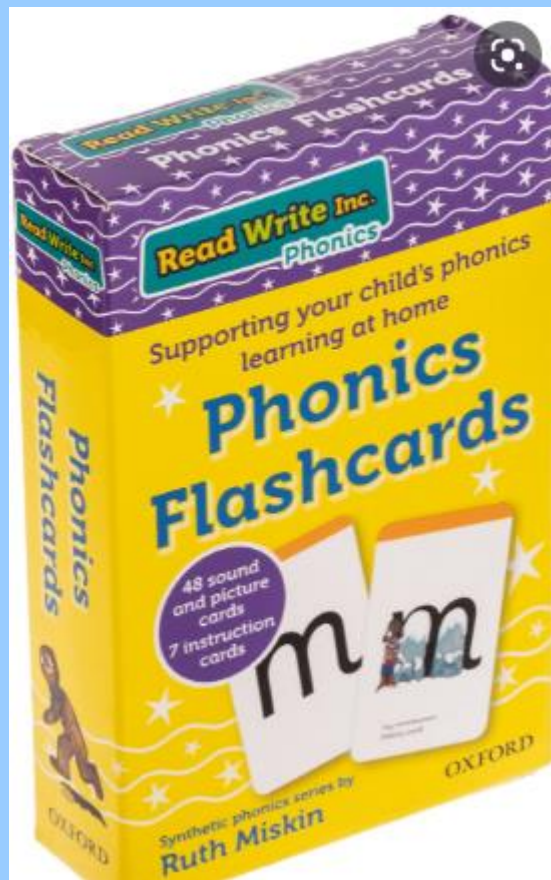


Say the following letters as alphabet names (abc)...

c-a-t      t-o-p

s-i-t      j-u-g

Now say them as the phonic sound they  
make (phoneme)...  
What do you notice?

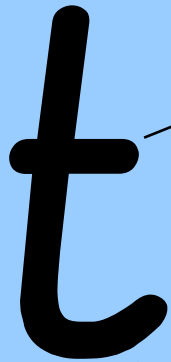


Each day we introduce a new letter to the children (or at a slower pace depending on the group).

We look at the letter and visual.

We learn the name of the letter.

We learn the sound/phoneme that the letter makes.



We teach the letter *name*, linking this to the alphabet (lower case and capital).

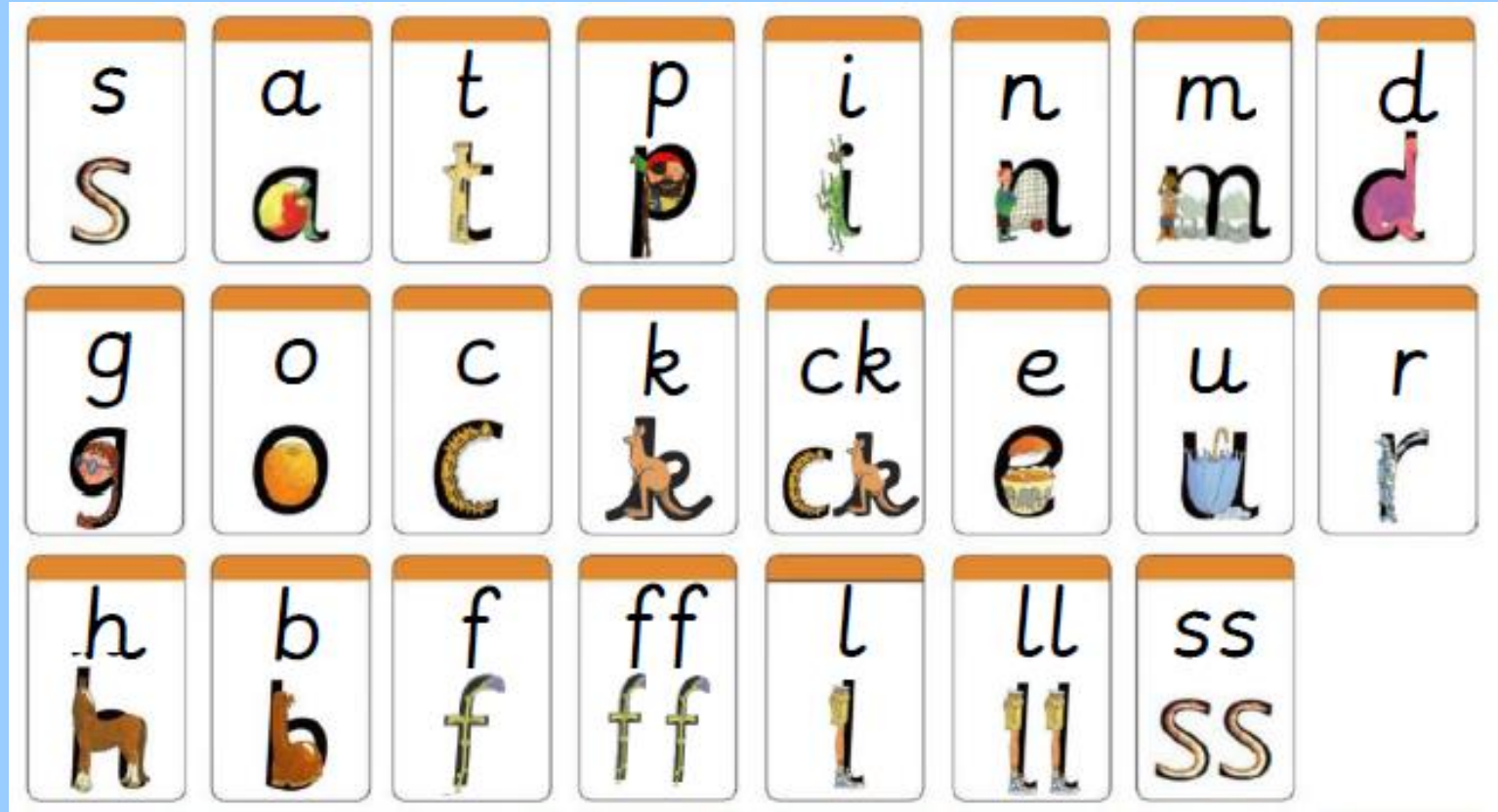
And we teach the letter *sound*, or the 'phoneme' (this is what your child will refer to as 'phonics').

We must be careful to  
use *pure sounds*...

What does this mean??

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

# Phase 2 sounds...



We work through all of the individual letter sounds first.

We teach the sounds in the above order which enables us to start word building right from the outset - we call this Oral Sound Blending.

Some sounds are stretchy, some are bouncy.

*It's your turn to try....*

How many words can you  
make using just these  
letters...?



All of a sudden with just 8 letters,  
children can read!

Strategies for  
teaching  
phonics...

# Robot Talk

Meet our phonics robot!



Robot Talk is one of the strategies that we use to help children learn to blend sounds to read. Learning to use 'robot talk' and 'robot arms' really reinforces the idea of segmenting sounds.

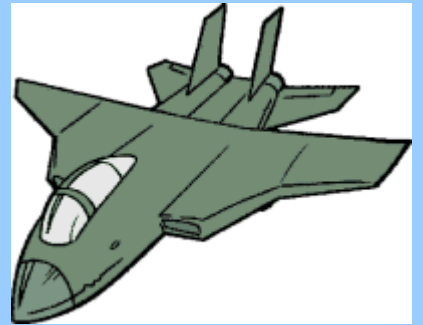
Ask your child to show you how to use robot arms - they are experts!

# Sound buttons

Soon you will probably hear your child mention sound buttons.

These are tools that we use to help us to blend our sounds.

jet



sit

fun

top

hat

map

peg

When we move on to learning the double letters (known as digraphs), these are represented by sound lines...

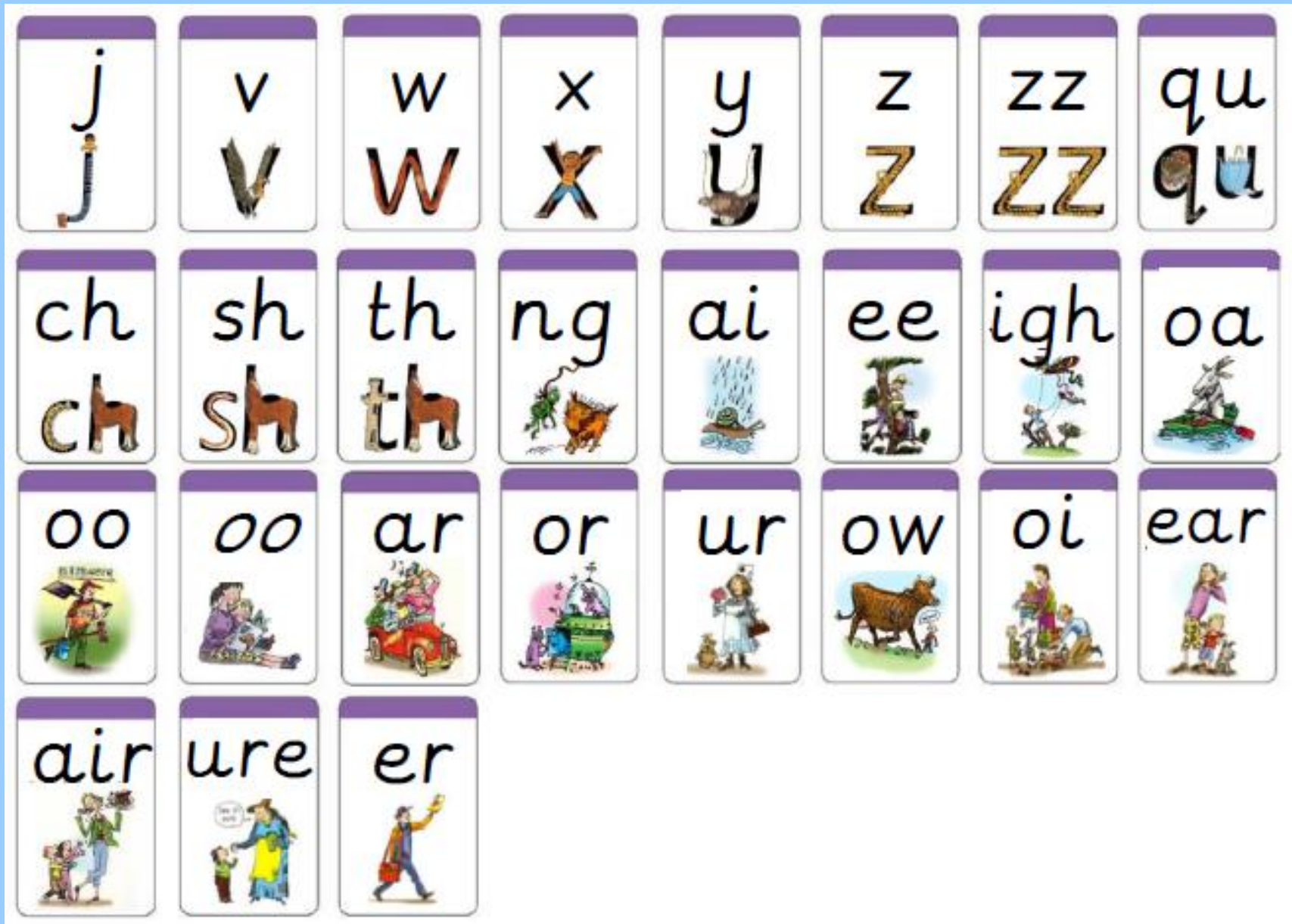
hiss

hill

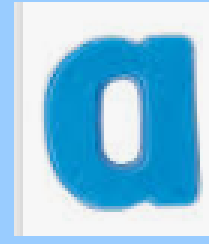
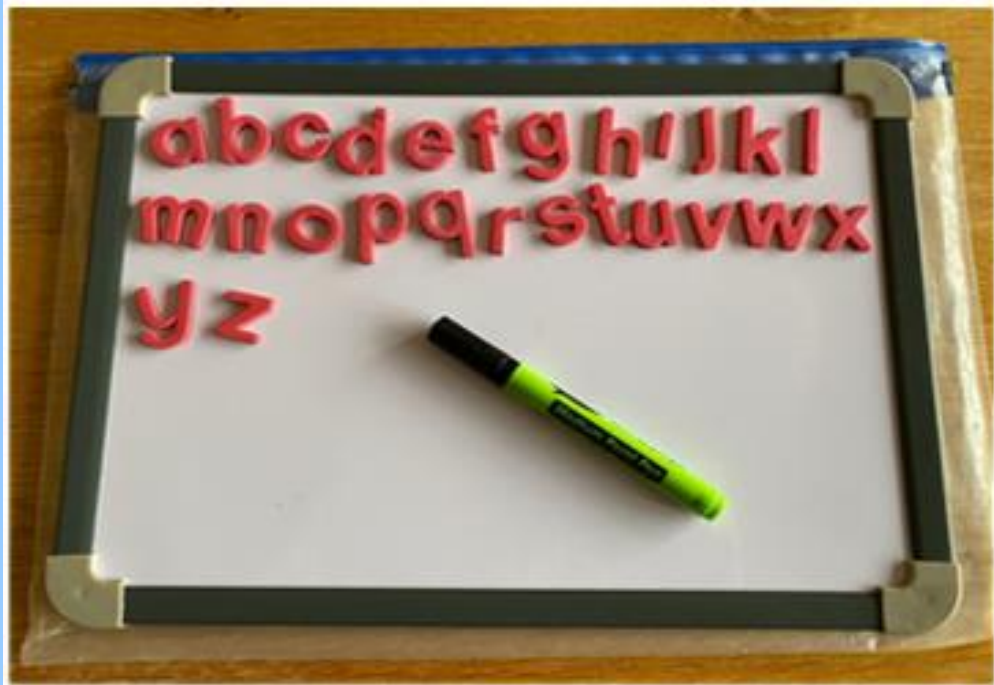
fizz

tick

Phase 3 contains several digraphs...



# Word building





*Tricky Words!*

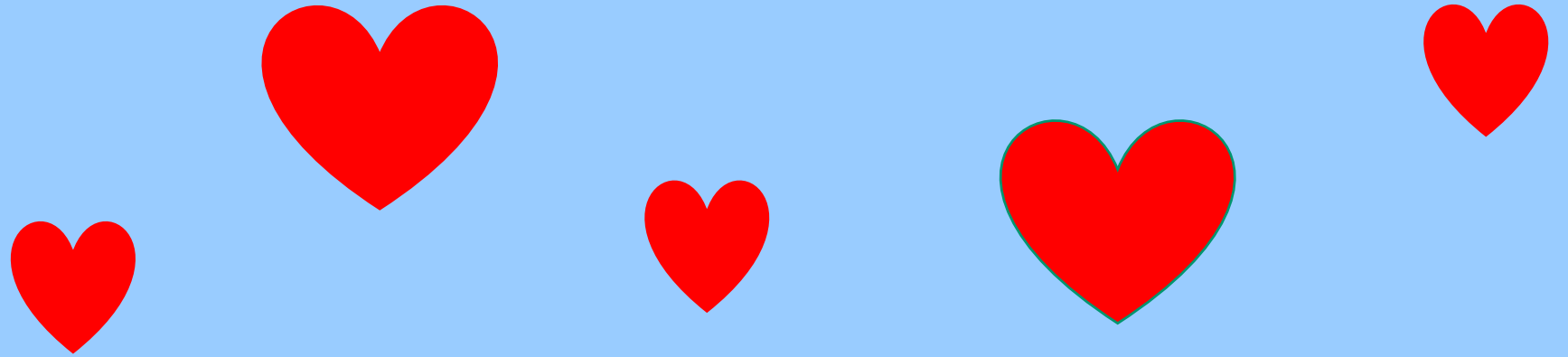


## Tricky words

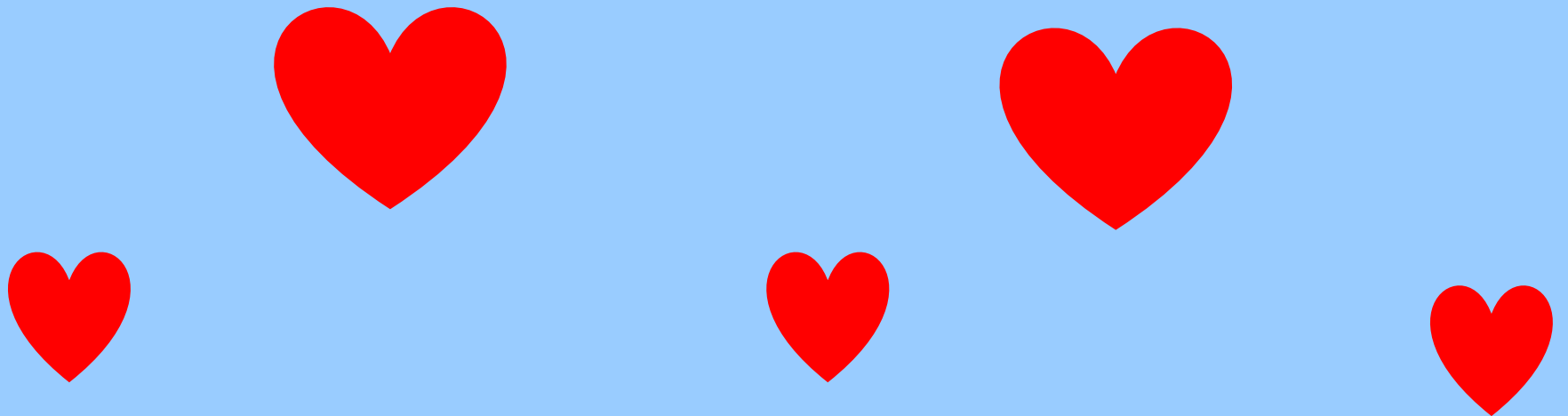
- What are tricky words?
- There are several tricky words that we introduce over the course of the year. Here are the first few that we learn...

I no go to the  
into she we me  
be he

Tricky words are part of our daily phonics sessions and need to be practised and reinforced regularly.



*Love of Reading*



# Love of reading books - Library Books

We aim to foster a love of reading in our children. We LOVE books and hope they do too! Aside from the structured reading books, we allow children the opportunity to choose a weekly library book to take home. This is a book chosen entirely by the children from the vast selection of books in school and is intended for grown ups at home to read to them. They are not books for children to read themselves! Enjoy the chosen school library books together at special quiet moments.

# In School - day to day

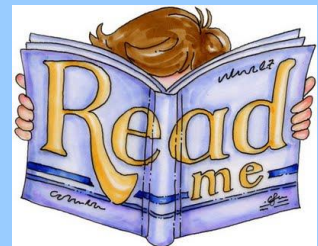


- Daily phonics sessions - streamed into sets
- 'Pocket Phonics' - phonics interventions daily, as needed.
- At least one 1:1 read with an adult each week
- Reading books are changed once a week. At the moment this could be any day in the week.



# What you as parents/carers need to do...

- Listen to your child reading their book - at least 3 times per week. Read the same book several times to improve fluency.
- Write in the reading record each time you hear your child read - date, title of book, and sign. If you don't sign the reading record we will assume you have not read the book together!
- Please make sure reading books and reading records are in bookbags every day.



# Writing ....



# The importance of pre-writing skills

Before children can learn to write, they must first develop essential physical skills that will enable them to later pick up a pencil and use it effectively.

The key areas to be aware of are:

- Upper body strength
- Elbow pivot
- Wrist pivot
- Fine motor strength



Examples of pre-writing  
activities....

*Climbing....*



# Mopping and sweeping....



*Vertical painting with rollers...*



Throwing and catching or  
throwing into a target...



# Threading....



# Pipettes, tweezers and scissors....






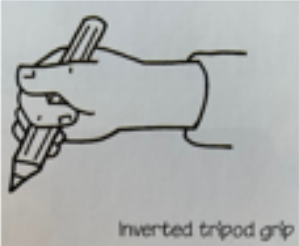

Don't be scared  
To let your child  
Use scissors!



Playdough....  
Dough disco!!



We assess pencil grip at the start of the year and at the end of each term and then plan for individual children according to their own needs.

Date: December 2022	Initial pencil grip assessment			
 <p data-bbox="79 625 347 735"> <b>Palm</b>  <b>Palmer</b>  <b>Palmer Supinate</b> </p>	 <p data-bbox="454 642 743 1056"> <b>Digital pronate</b>            Bends wrist to nearly 45 degrees, grips their pencil with three fingers and use the first finger to manipulate the end of their pencil.         </p>	 <p data-bbox="772 625 1014 892"> <b>Modified or static tripod</b>            Tool pushed to the end of the fingers; thumb clamps tool in place.         </p>	 <p data-bbox="1081 621 1381 1035"> <b>Inverted Tripod</b>            Child's little and forth finger are behind the pencil near to the point. Their index and second finger are curled around the front and the thumb is clamping in place         </p>	 <p data-bbox="1420 606 1806 799"> <b>Dynamic tripod</b>            Implement held between thumb and forefinger supported behind by the middle finger         </p>
<p data-bbox="79 1068 347 1106"><b>Hand preference</b></p>	<p data-bbox="724 1068 792 1106">Left</p>		<p data-bbox="1429 1068 1516 1106">Right</p>	

Ideally all children should be using 'dynamic tripod grip' by the end of the year.

Letter formation:

Each letter is taught with a catchy 'phrase' to help children remember the letter formation.

Here are some examples...

a



Around the apple and down the leaf.

b



Down the laces to the heel and around the toe.

c



Curl around the caterpillar.

g



Around the girls face, down her hair and give her a curl.

h



Down the head, to his hooves and over his back.

i



Down the body and dot for the head.

When/where does writing/pre-writing happen?

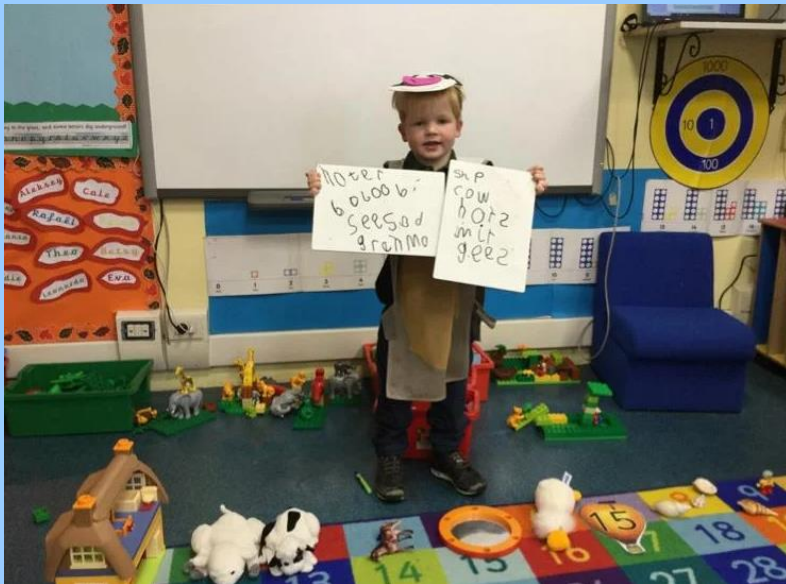
Our curriculum has a mixture of adult-led learning and child-led learning. Children learn the skills from us that they should then use independently within play.

### Adult-led

- Morning tasks
- Phonics lessons
- Weekly writing task (differentiated)
- Handwriting practice

### Child-led

- Chalking on the ground and on boards
- Making cards, letters and notes to friends
- Drawing, painting, colouring in
- Role-play - shopping lists, tickets, receipts...
- Gross and fine motor activities inside and outside
- Playdough
- Using whiteboards and pens
- Stencilling
- Doodle books





## How to support at home...

- Find opportunities for 'fine motor' activities and don't fear scissors!!
- Encourage children to use a tripod grip **every time** they pick up a writing implement
- Work on writing names - with a capital letter at the start and the rest in lower case (Adam, *not* ADAM)
- Find ways to make writing fun... Bring it into play or things that your child can get involved in at home
- Use the writing phrases to support letter formation.



Thank you for your support with your child's learning. Your input makes all the difference!

