

Supporting Reading and Writing in Reception and Key Stage 1

November 2015

Eaton Primary School

Introduction

- Introducing Reading
 - Fred Talk
 - Red Words and Grotty Graphemes
- Introducing Writing
 - Word Time!
 - Fine Motor Development

Introduction

- Developing Writing
 - Letter Families
 - Cursive Script
- Developing Reading
 - Set 2 and 3
 - Fred in Head
 - Special Friends

Introducing Reading

- Before children can start to read they need to:
 - Learn the sound for each letter/ group of letters
 - Know how to blend these sounds together in a word

Fred frog helps us to sound out and blend words. This is called 'Fred talk'.



Speed Sounds

Read Write Inc. Phonics
Speed Sound Cards Set 1

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 ch qu x ng nk

Introducing Reading

- When children have learnt the first 5 sounds, they can quickly begin to read simple words.



Fred Talk

m – a – t d – a – d

- It is important that children learn to say the ‘pure’ sound for each letter.

Introducing Reading

- Some words cannot be sounded out accurately. These are called 'red words'.
 - Find the 'Grotty Grapheme'
was – woz said – sed what – wot

“You can't Fred a red!”

Introducing Writing

- Word Time!
 - Using known sounds to spell simple words.
 - 'Fred talking' words to hear the sounds in the order they need to be written.

bag → b-a-g

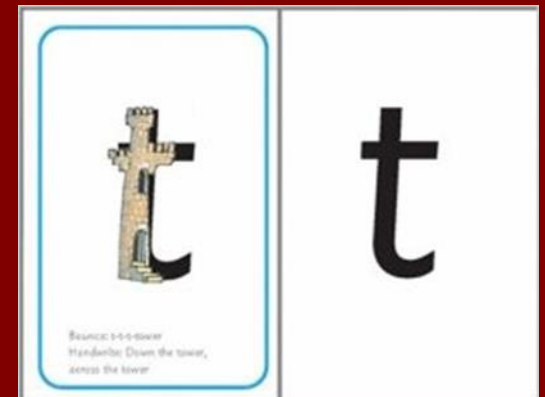
Foundations of Handwriting

• Fine Motor Development

- Let the children make patterns using pegboards.
- Provide sewing and weaving activities.
- Involve the children in chopping and peeling in cooking activities.
- Provide woodworking tools – pliers, screwdrivers, hammers.
- Use finger rhymes, counting fingers, playing with words and sounds, etc.
- Provide small construction toys.
- Structure sand and water play to include sieving, pouring, picking up toys using tools, etc.
- Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures.
- Provide the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make. Focus on
 - developing the curly caterpillar, long ladder and one-armed robot.
- Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc.,
 - for modelling. They can make letter shapes and patterns using the modelling media.
- Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise.

Handwriting

- Handwriting rhymes are taught when new sounds are introduced
- Letter - picture cards are used to remind us of these
- We begin with writing the sound in the 'air'
- We then move onto writing on paper



Developing Writing

- Letter Families
 - Curly Caterpillar (anticlockwise round): a c d e f g o q s
 - One Armed Robot (down and retrace upwards): b h k m n p r
 - Long Ladder (down and off in another direction): i j l t u y
 - Zigzag (straight lines no curves): v w x z
- Cursive Script
 - Introduced in Spring Term of Year 1
 - Letters not to join: capital letters q x z
 - Letters to join under the line: f g j y

Developing Reading

- Set 2 - Digraphs and Trigraphs

ay ee igh ow oo oo
or ar air ir ou oy

– Fred in Head: to improve fluency and pace

– Special Friends:

p-l-ay ch-air sh-ou-t n-igh-t s-p-or-t

Developing Reading

- Set 3 - Alternative sounds

Vowel sounds

a	e ea	i	o	u	ay ā-e ai	ee y ea e	igh ī-e ie i y	ow ō-e oa o		
oo ū-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

- Split digraphs and trigraphs

Supporting Reading at Home

- Practice reading sounds as frequently as possible (sound cards available to buy).
- Encourage your child to find the special friend and Fred Talk unfamiliar words within their book.
- Once familiar with a sound, encourage them to Fred in their Head to read unfamiliar words without sounding aloud.
- Discuss the Grotty Grapheme in words which do not follow regular sound patterns (Red Words).

Supporting Writing at Home

- Develop Fine Motor Skills to improve pencil control.
- Discuss letter families and the technique used to form each letter.
- Encourage writing whenever possible; e.g. shopping lists, diary writing, animal fact files.
- Promote the use of full stops and capital letters to demarcate sentences.