

Welcome to the Early Years Literacy workshop

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

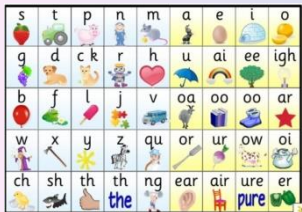
Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners
in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications






Aims:

- To know some of the ways in which literacy is taught at school.
- To know the phase 2 and 3 sounds from the 'Letters and Sounds' document.
- To understand how to segment and blend sounds together to read simple words.
- To understand early reading and writing at Five Ways.

How we teach Literacy in the Foundation Stage

- Whole class carpet sessions
 - Focused activities both indoors and outdoors
 - Purposeful cross curricular links
 - Effective communication
 - Daily phonics taught in differentiated groups
 - Sharing stories
 - Role Play
 - Real life learning
 - Practical and engaging adult led group lessons
 - Individual intervention
- 

The importance of other curriculum areas

Speaking and Listening

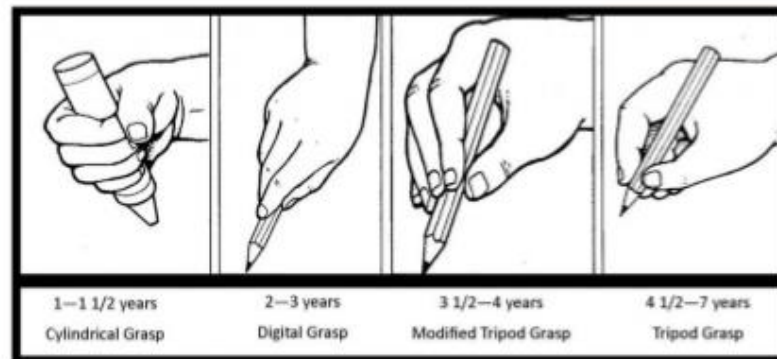
Children require a good vocabulary in order to write. *"If you can't say it you can't write it."*

Physical Development

Children require good physical development skills to be effective writers. This starts early through 'tummy time'.



Your packs contain ideas for improving your child's pencil grip. Here are a few visual suggestions:



Early Literacy

The building blocks for Literacy:

- Listening
- Vocabulary
- Memory

"You cannot write a story if you cannot tell a story. You cannot tell a story if you have not heard a story."



• Listening

The ability to focus attention is a developmental stage vital to the whole process of acquiring language. You can support young children's language development by providing opportunities for them to focus their attention and to listen carefully. These are skills which will support all aspects of their learning and development. Listening underpins reading and writing.



• Vocabulary

Vocabulary is the springboard for succeeding at school, learning to read and enabling complex thinking. There are numerous ways we can support development of vocabulary:


- Conversation
- Maximise the power of stories
- Reading and books
- Role-play



• Memory

There are many different kinds of memory - for example, auditory memory (remembering what you hear), visual memory (remembering what you see) and kinaesthetic memory (remembering what you experience - tastes, smells etc).

There is also a difference between short-term memory (recalling something for a few seconds), working memory (remembering something long enough to process and use it) and long-term memory.



For early Literacy visual Memory is paramount.

This focuses on a child's ability to recall visual information that has been seen.

Visual memory is a critical factor in reading and writing. When a child is writing a word, they must recall the visual formation of each letter or the word as a whole.

Activities to help develop visual memory:

- I spy
- Search and retrieve books e.g. Where's Wally?
- Copying games e.g. 'PixyCubes' app.
- Memory games e.g. 'Kim's Game'



Reading



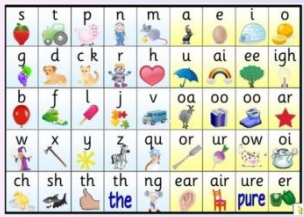
Teaching reading through phonics

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.

Children are grouped based on their current knowledge of phonics. They will then have a daily phonics lesson and are frequently encouraged to use these strategies to read and write in other lessons.





Definitions

Phonemes: Tiny units of sound in speech that make up words when they are combined.

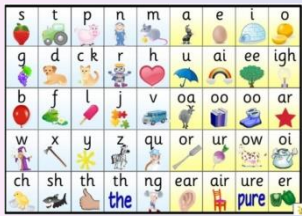
e.g. c-a-t

Grapheme: A letter or a group of letters that represent a sound.

e.g. sh, ai, ow, oo

Correct pronunciation: Jolly Phonics songs, available on YouTube.





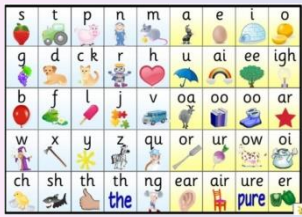
Letters and Sounds - Phase 2

In Phase 2, letters and their sounds are introduced one at a time.

- Set 1: s, a, t, p
- Set 2: i, n, m, d
- Set 3: g, o, c, k
- Set 4: ck, e, u, r
- Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat.





Letters and Sounds - Phase 3

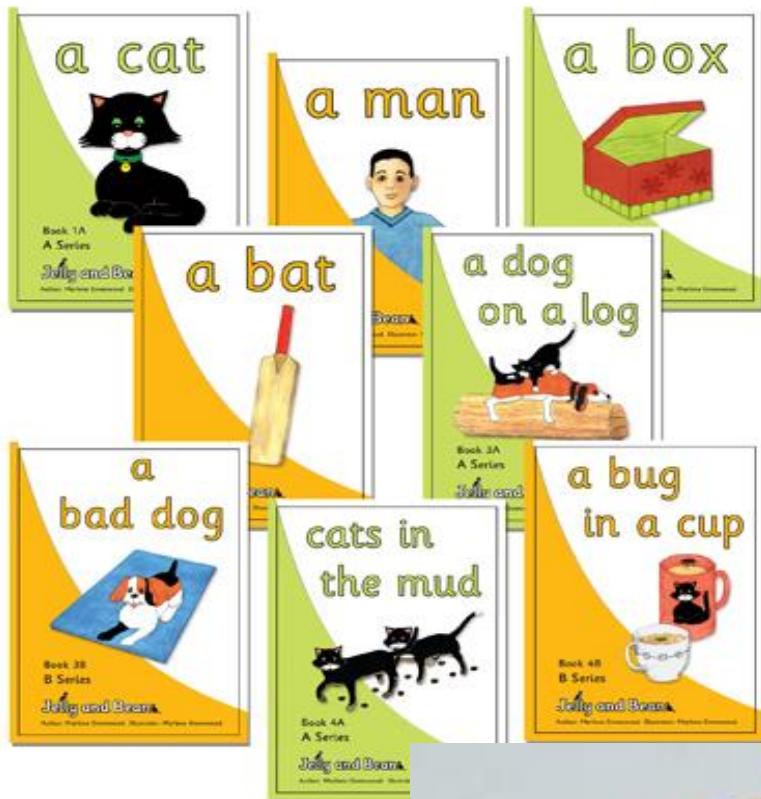
- Children should already know around 19 letters and be able to blend phonemes in order to read VC and CVC words.
- This phase teaches more graphemes, mostly made up of two letters so children have a representation for further phonemes.
- Phase 2 and 3 sounds are in your packs, this is the end of Foundation Stage expectation.

Our reading scheme

At Five Ways children begin formal reading when they are confidently recognising all the phase 2 sounds. These are taught in school to ensure children have a clear pronunciation of each sound and a rounded understanding of both the phoneme and the grapheme. For example, can you spot it, match it, find something that begins with it, find something that ends with it, hear it within words and finally blend it with another sound.

When we are happy your child can achieve this they begin bringing home phonics based books.





When children are bringing phonics based books home they will also bring a phase 3 phonics sound lotto or a phase 3 tricky word lotto. By doing this they are enabled to access the Oxford Reading Tree scheme that will follow them throughout Five Ways.



Writing

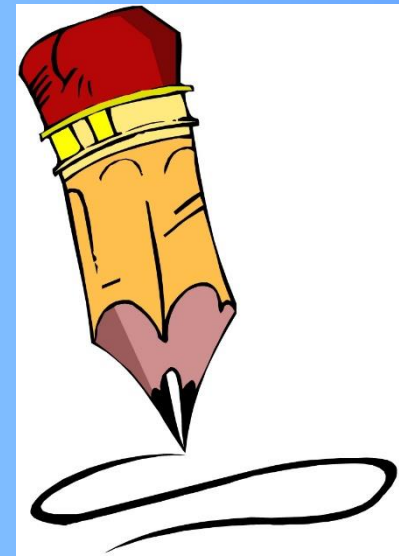


Teaching early Writing

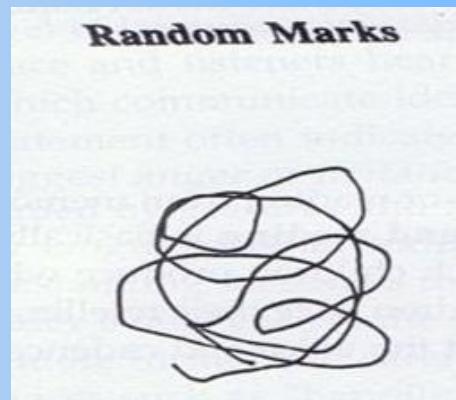
The writing journey

As soon as your child begins to make marks they are writers. Writing is a developmental process, this is often described as Emergent Writing.

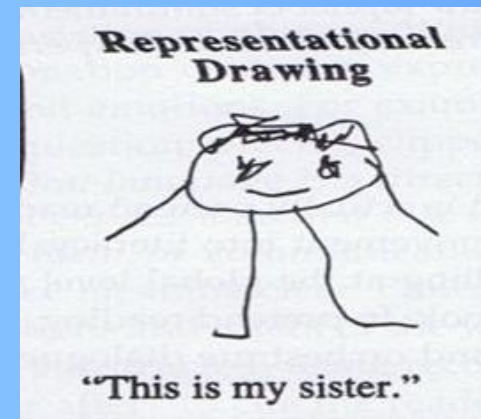
The different stages of the 'journey' are as follows.



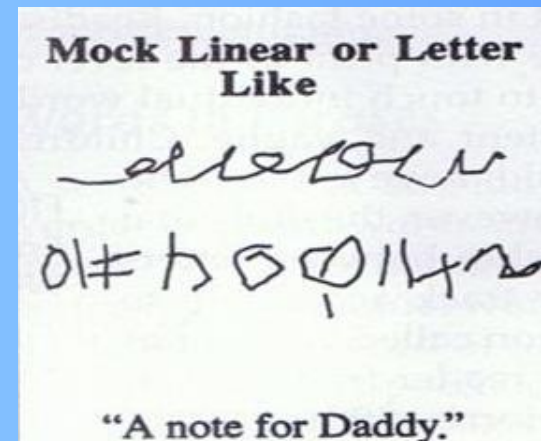
1. Scribbling



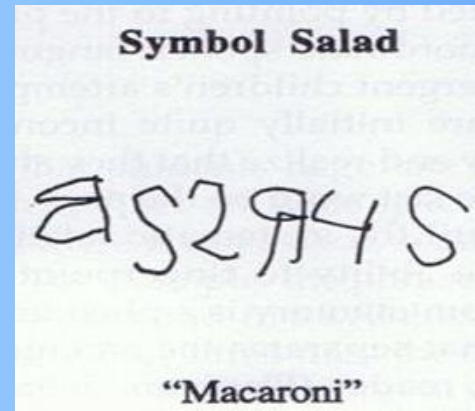
2. Representing through drawing



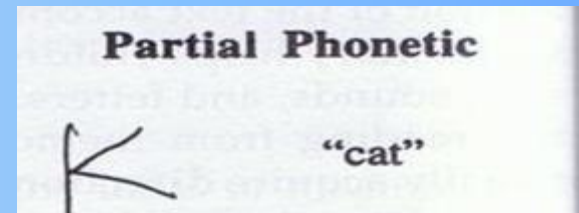
3. Letter like symbols



4. Letter strings



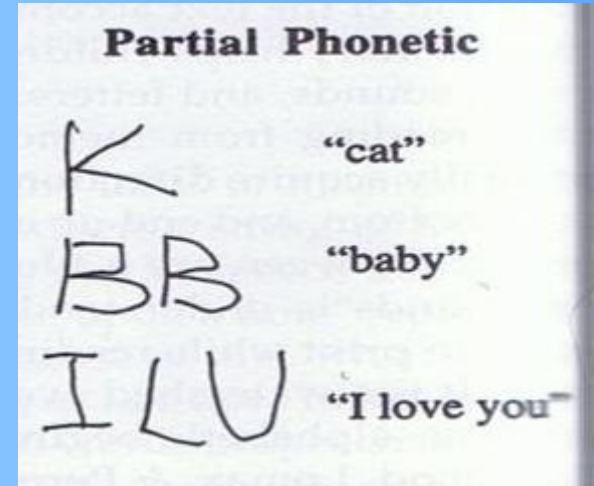
5. Beginning sounds emerge



6. Breaking sentences into words



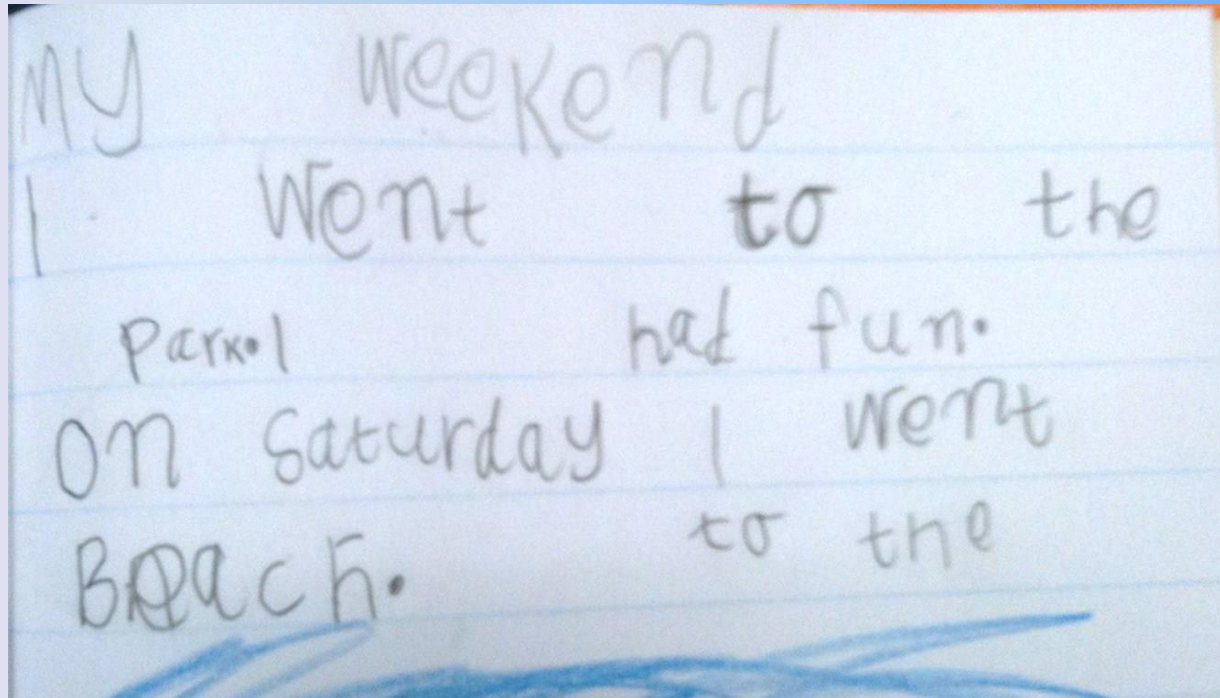
7. Initial, middle and final sounds



8. Transitional phase



9. Standard spelling



Spelling

As your child progresses through their writing journey they will begin to explore the spelling of words.

Until they are at the end of their journey we do not expect to see your child using the standard spelling of words.

This is something that is taught explicitly in Key Stage 1.



In the Foundation Stage we expect words to be spelled phonetically. Encourage your children to 'sound the word out' and write the sounds they can hear:

cat - c a t - this may be shown as
cat kat ckat

school - s c oo l - this may be shown as
scool skul scool sckool

This is perfectly acceptable for your children's age related expectations



However...

High frequency words or common exception words cannot all be built phonetically when children are reading. They are taught to recognise them by sight and benefit from being taught the standard spelling of these words.








Phase 2 Tricky Words Word Mat

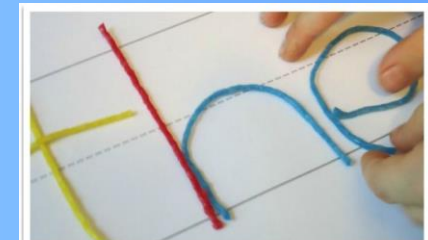
	no	to
I		
	the	
into		go

Phase 3 Tricky Words

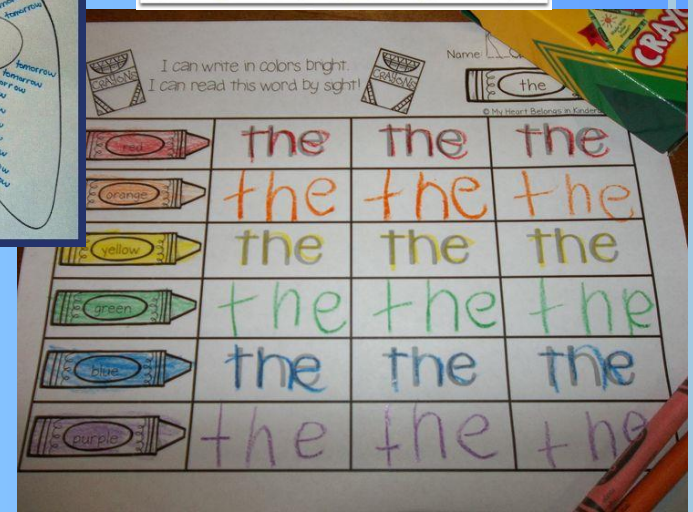
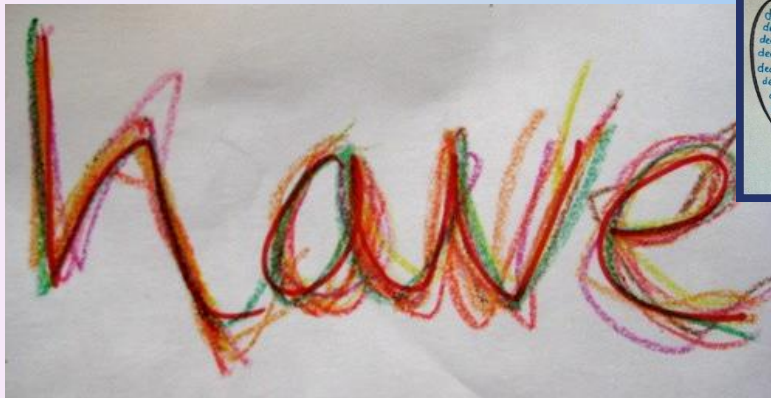
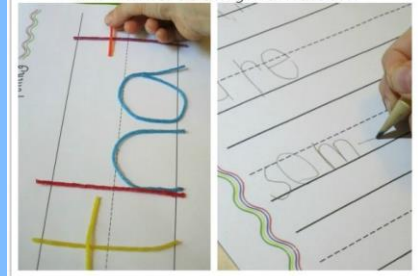
he	she	we	me
be	you	all	are
her	was	they	my

How can you teach children tricky words spelling?

Look	Cover	Spell	Check
			
Look carefully at your word. Notice word parts. Think of other words that have the same pattern.	Flip your card over so you can't see the word. Visualize what it looks like.	Say the word. Stretch the word out and listen to the letter sounds. Try spelling the word. Does it look right?	Flip the card over and check your spelling. If you spelled it correctly, go on to the next word. If it is not correctly spelled, move the card down the flow chart again.
			



Bendy Stick
Spelling Practice
www.thisreadingmama.com



How your child's writing *may* look:

she haz a red cr and a pinck hat

I can see a bllak kat in a chree.

i ply futbul wiv my frenz.

I go to fiv wys sckul I am fiv yerzz owld.



...but remember this is end of
Foundation Stage expectations!

**KEEP
CALM
AND
DON'T
PANIC**



Handwriting at Five Ways

Pre-cursive: taught from nursery to reception

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


Phonics digraphs: taught joined when children are ready

sh ai ee ch er



What you can do

Create a Literacy rich, Literacy loving home.

- Visit the library
 - Read aloud together
 - Listen to audio books
 - Have real conversations
 - Talk about things you have written
 - Talk about things you have read
 - Tell made up stories, tell real stories
 - Use letter sounds not names
 - Look for letters they may be able to recognise
 - Praise, praise and praise some more
- 

Please use the
remaining time to look
at the resources and
ask us any questions
you may have.

Thank you

