

Early Reading and Writing





Creating a love of reading is one of the most powerful ways to improve learning.



Research suggests that children who are read to and have opportunities to read, make more progress than those who do not.

Reading Expectations:

Early Learning Goal Children at the expected level of development will:

Word Reading ELG

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.

Reading Expectations:

Early Learning Goal Children at the expected level of development will:

Comprehension ELG

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.



Writing



Writing floats on a sea of talking.....

Before you can write you need to be a talker and a thinker.

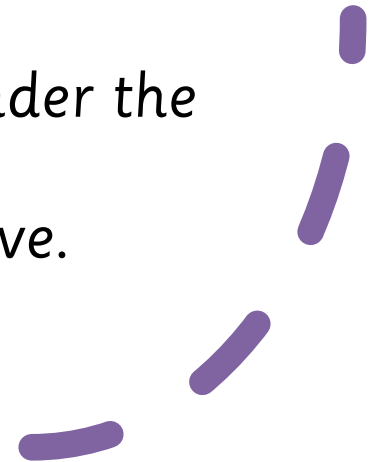
Just like adults, when children write they need a purpose for writing.

Children start with emergent writing and letter strings before they begin to accurately sound and write out words.

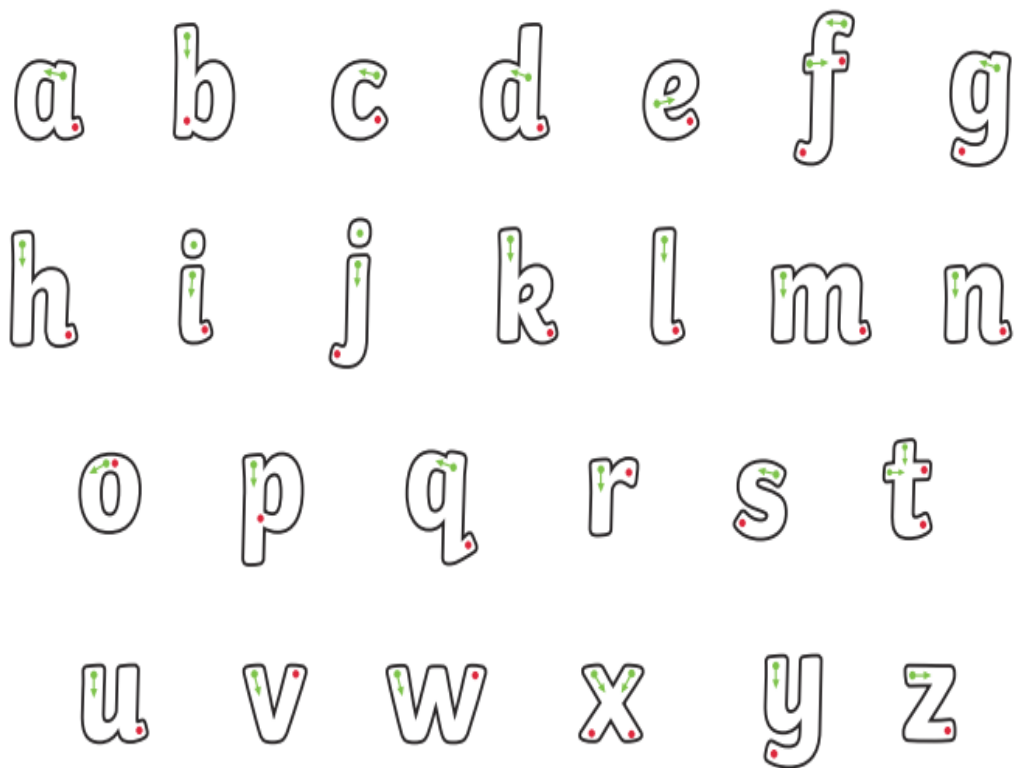


Writing

- At Jeavons Wood FS children are now taught to write using print. We do not teach children to join their letters at this stage. They will move on to cursive in year 1.
- The letters sit on the line.
- We start writing at the top of the page.
- We write from left to write.
- Descenders: Tails hang under the line.
Ascenders: Sticks rise above.









Letter formation mats



- Practice makes perfect!

Formation phrase

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 S	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.

**Ideas to
encourage
your child
to write
for a
purpose:**

Shopping lists

Thankyou cards

Invitations

Greetings cards

Christmas/Birthday
lists

Post cards from a
holiday

Supporting Handwriting

- Encourage your child to hold their pen/pencil correctly
- We use a 'tripod grip'.
Thumb and forefinger gripping the pencil and middle finger supporting.
- Take some time to check that you understand how we are teaching your child to form letters at school.
- Apart from the capital letter at the beginning of your child's name, support them to write in lower case letters.



Supporting a Tripod Grip

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

Making Writing Fun



Air writing (imaginary letters or words in the air).

Writing on a partner's back (partner feels for the correct pattern in letters or words).

Modelling with malleable materials like play dough and clay.

Drawing in sand.

Develop the pincer movement by using tweezers to pick up sequins, beads and feathers, sand and salt.

Scribbling and drawing with chalk, dry wipe pens, felt tip pens and paints on small, large boards and easels and on small and large paper.

Playing with tactile and magnetic letters.

Tracing letters/words written on paper.

Copying letters/words written on paper.

Gross Motor Development

Children cannot write successfully until their gross and fine motors develop.

- Gross motor skills are the movements that use the body's large muscles. Activities which support gross motor development are: walking, running, jumping, hopping, rolling, crawling, swimming, climbing and bike riding.



Fine Motor Development

Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed. Activities like playdough, puzzles, stringing beads, cutting with scissors, lacing and using tools like tweezers support fine motor development.



The gender gap!

- **Fine motor skills:** Girls tend to develop fine motor skills, like writing and holding a pencil, before boys.
- **Gross motor skills:** Boys tend to develop gross motor skills, like jumping, running, and balancing, before girls.



Useful resources to have at home

- Corn flour
- Mark making tools: pens, pencils, chinks, paint brushes.
- Tweezers
- Sand/ glitter
- Jelly
- Play dough



Writing Expectations

Early Learning Goal

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.

Gross Motor Expectations

Early Learning Goal

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Expectations

Early Learning Goal

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.