

Early Reading





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



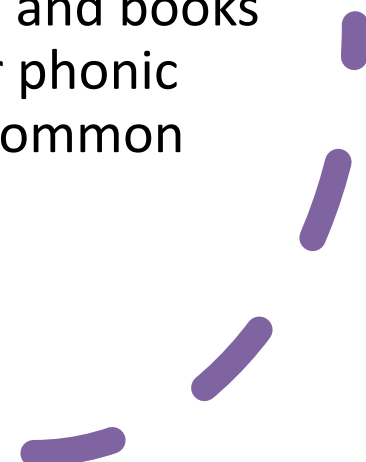
Research suggests that children who are read to and have opportunities to read, make more progress than those who do not.



Reading Expectations:

Early Learning Goal

Children at the expected level of development will:

- 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.
- 



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. They will move on to pre-cursive in year 1.
- The letters sit on the line.
- Tails hang under the line.









Letter formation mat

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

- 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 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

Writing their own
comment in their
reading diary

Writing a diary
when on holiday to
share with the
class

Supporting Handwriting

- Encourage your child to hold their pen/pencil correctly; 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.



Make handwriting 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.

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.