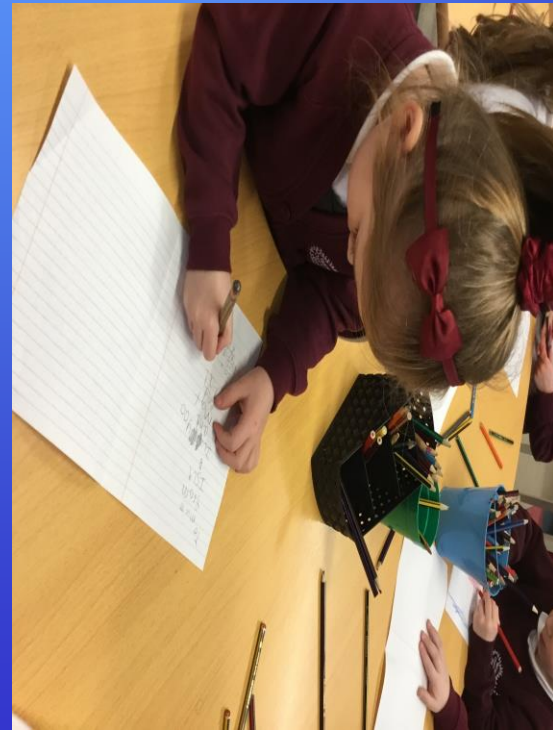


# Literacy

## Reading and Writing



# First Steps

- On starting school, your child will enter a language rich environment .
- Each day we will share stories, songs and rhymes.
- We will encourage your child to join in with these, taking part and sharing their ideas when they are ready.





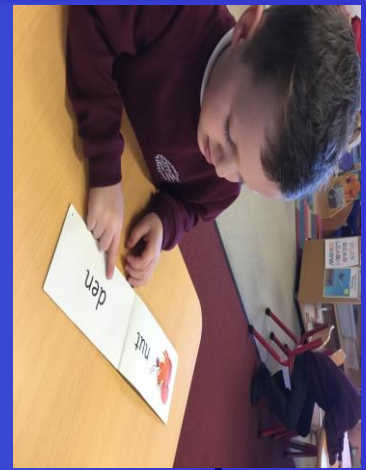
# How do we do this?

- We introduce each one as a sound and talk about its name, we initially focus on sounds as this is most useful in the children's reading and writing .
- We show it in lower case and we only use capitals where you usually would, e.g. at the beginning of sentences and for names of people.



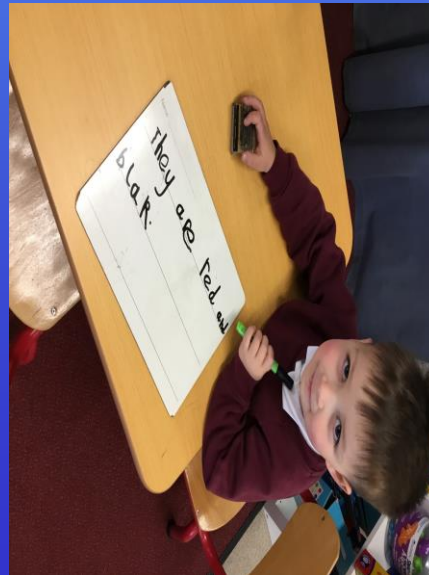
# Using and Applying

- Initial sounds (e.g. c for cat)
- CVC words (consonant, vowel, consonant e.g. pin, mat)
- CCVC words (e.g. ship, chin)
- Key or High Frequency Words - these are words that children come across regularly in their reading and writing (e.g. it, went, and)
- Tricky red words- words that are not written as they sound (e.g. the, said, my)



# Writing

- By the end of the year, children at the expected level of development will:
- Write recognisable letters.
- Spell words by identifying sounds in them. We encourage the children to write words as they sound and to apply any key word and tricky word knowledge.
- Write simple phrases and sentences that can be read by others.



on good Friday I  
went to my  
Aunties house.  
I went to church  
with my mum.  
I went to the  
Seesid with mum  
and Stephen to  
have Fun.

# The stages of writing

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapex and I won to pinhy with MY fea (Today I want to play with the white board and the shapers, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid if was Israel and Antonio and They got lost I fad Thim. The end (One day I saw my friends. It was Israel and Antonio and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

c

cat

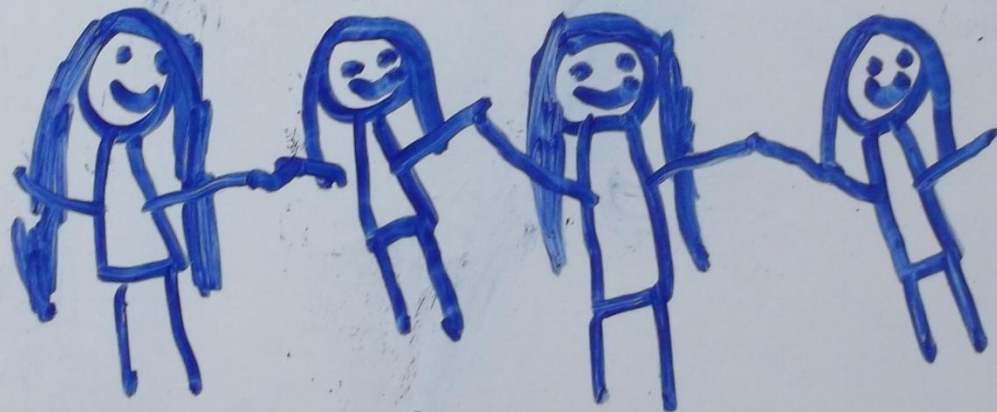
the cat

the fat cat

The fat cat is cyoot and cudlee.

The fat cat is cute and  
cuddly.

WELCOOM to biclee  
doun



Fou dayshoon

# Reading

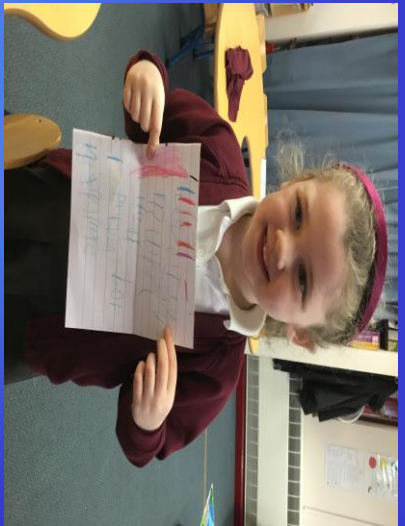
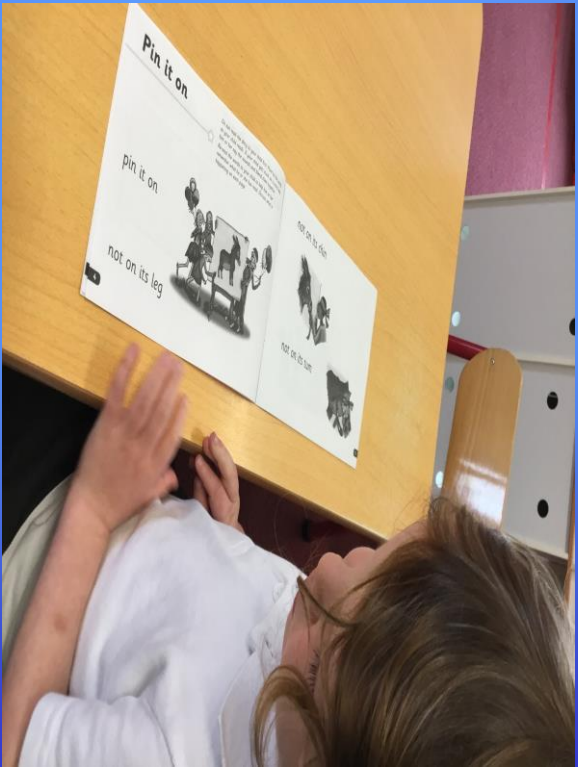
- Initially, children will be sent home with a library book to share, discuss and to ignite a love of reading and books.
- Once your child knows more than half of the letter sounds, we will begin to send home books with simple words.
- Books are matched to the sounds the children are learning in phonics.

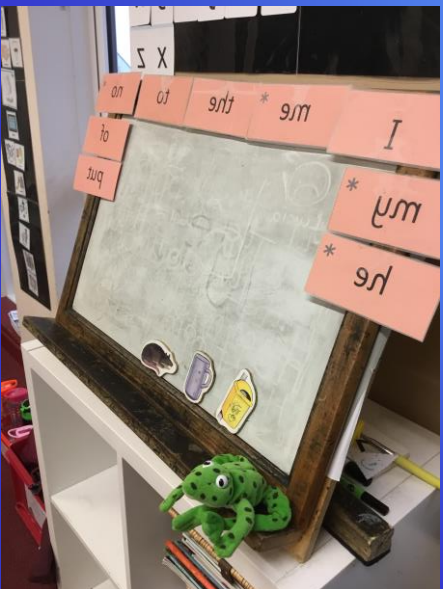
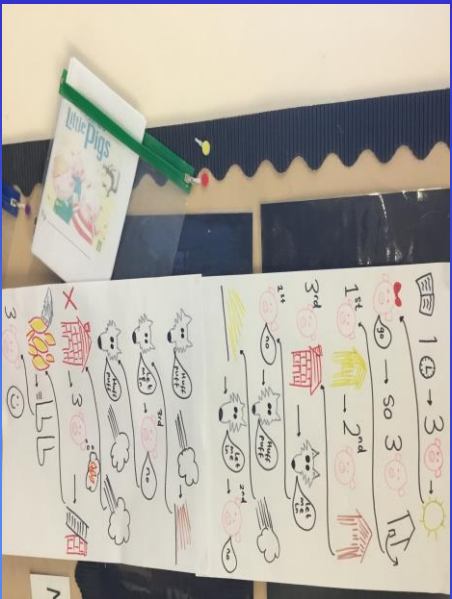
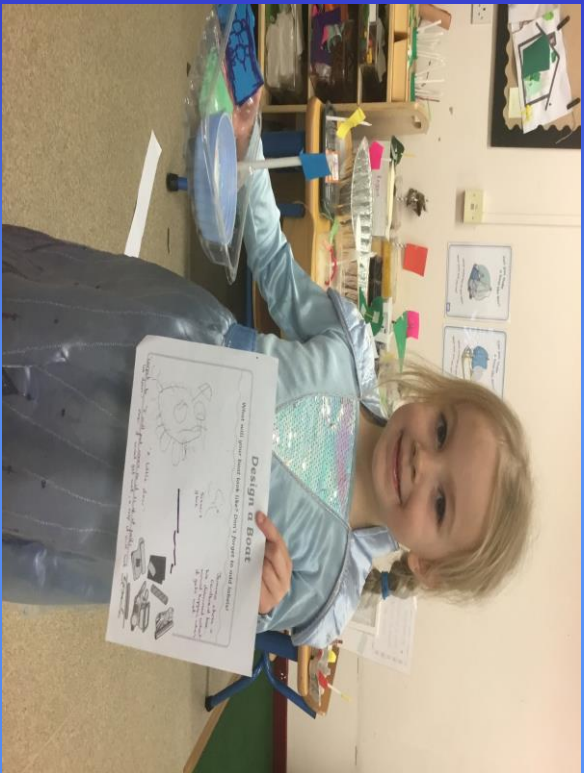


# Learning Through Play









# Helping your child at home

- Help your child to recognise their name.
- Help your child learn to write their name.
- Play games like eye spy which focuses on the initial sounds in words.
- Provide fun opportunities to write and mark make. E.g chinks outside, on the shower screen, in the mud, writing cards and shopping lists.
- Encourage them to draw pictures and tell you all about their creations.

# Any Questions?

