

Welcome



This Literacy Workshop is designed to:

- Show you what the expectations are in Communication & Language and Literacy for children by the end of their Reception year
- Give parents/carers an insight into early reading and writing
- Also highlight the importance of communication and the development of finger, hand and arm strength
- Lay the foundations for effective home support in Literacy

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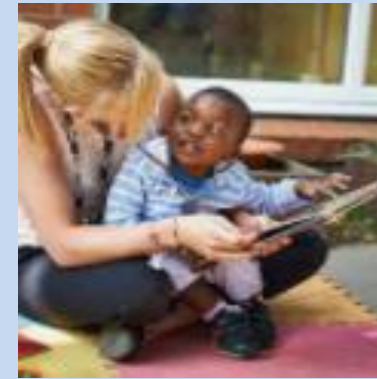


ELGs for Communication & Language

Listening, Attention and Understanding	Speaking
<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions• Make comments about what they have heard and ask questions to clarify their understanding• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Communication & Language comes first



Strategies to help develop your child's language skills:

1. Use open ended questions – questions with more than one word answers

“Tell me about what you did at the park”

“What was the best thing that happened today? Why?”

“Why did you like the gingerbread man?”

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2. Use 'Echo + 1' – repeating what your child says and developing it by adding extra words in:

“I made a big bus...”

“Yes, you made a big red bus.”

“Look, a bird!”

“Yes, there’s a little bird in the tree!”



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3. Remember the '7 second rule' – wait 7 seconds for a response from your child

This is so important to remember. It's so easy to jump in but giving children enough time to process a question and formulate their response is vital in terms of building their self-confidence.



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4. Use **positive correction** – model saying the incorrect word accurately by responding to your child in conversation:

“Yes, well done, it’s a c c c cat.”

“Oh, did you get some new sh sh shoes?”



Useful resources

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

Nursery Rhymes and Songs

BBC Teach > School Radio > EYFS > Nursery Rhymes and Songs

Animations of some of the best-known traditional nursery rhymes, many sung by BBC Children's TV presenters, with music that your children will love! They're an ideal resource to support a range of Early Years objectives, whether used in a nursery, reception class, or at home.



Nursery Rhymes and Songs - Medleys

Includes 60', 30' and 20' medleys, counting songs, action songs and medleys by Cat Sandion and Andy Day.



Nursery Rhymes and Songs - A to Z

All of our nursery rhymes and songs arranged in alphabetical order.



New Nursery Rhymes and Songs

Take a sneak peek at our new nursery rhyme animations!

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‘Hungry Little Minds’

There is a useful DfE campaign called ‘Hungry Little Minds’. It is based on improving early language and literacy skills. Please access the website for tips and activities based around improving early language and literacy. It’s also great for younger children too as the activities are organised into age ranges:

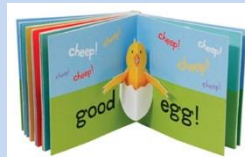
www.hungrylittleminds.campaign.gov.uk



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Early Learning Goals for Reading



Comprehension	Word Reading
<ul style="list-style-type: none">• 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, nonfiction, rhymes and poems and during role play	<ul style="list-style-type: none">• 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



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Developing Accuracy and Fluency

“Reading is the one ability that once set in motion, has the capacity to feed itself, to grow exponentially, providing a base from which the opportunities are infinite.”

Michael Morpurgo

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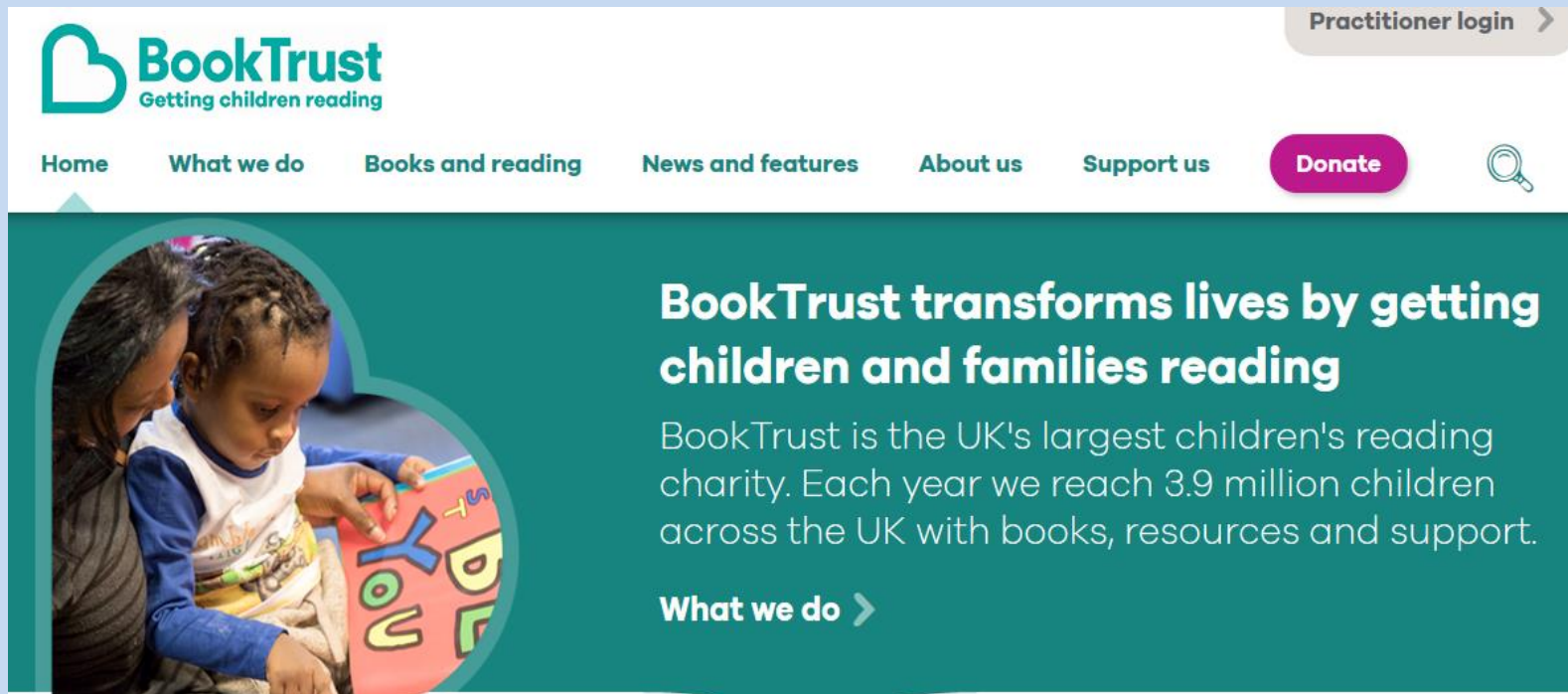


What might your child be reading already?



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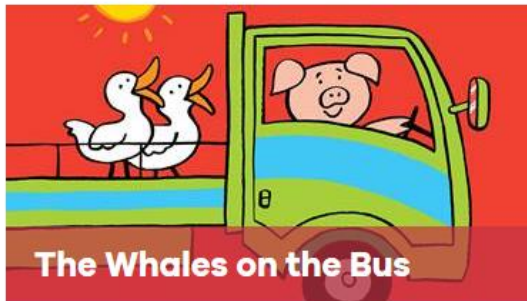
www.booktrust.org.uk

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<https://www.booktrust.org.uk/books-and-reading/have-some-fun/>

The BookTrust HomeTime Hub



Bookfinder



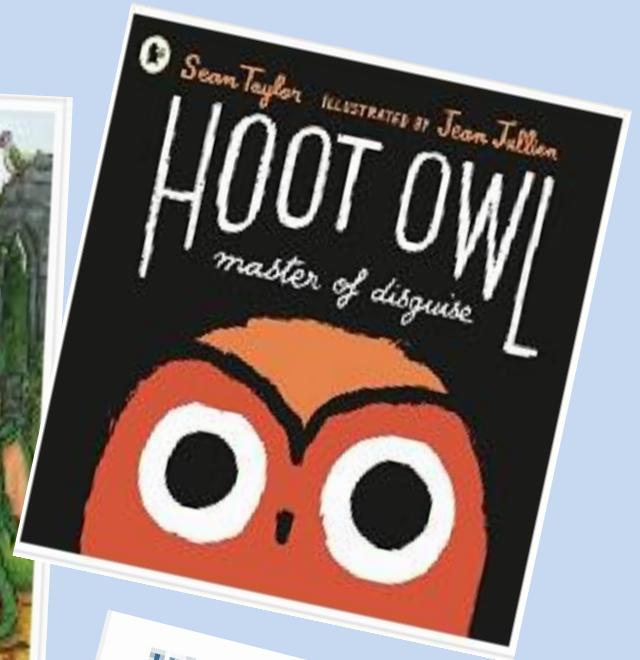
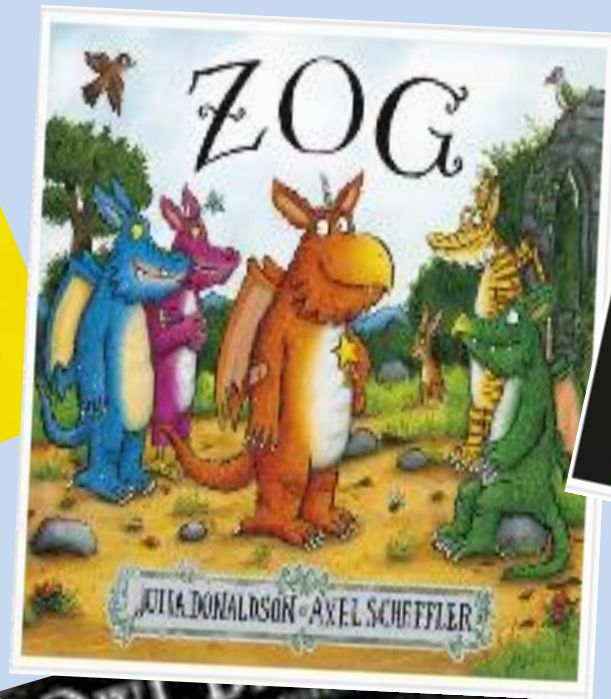
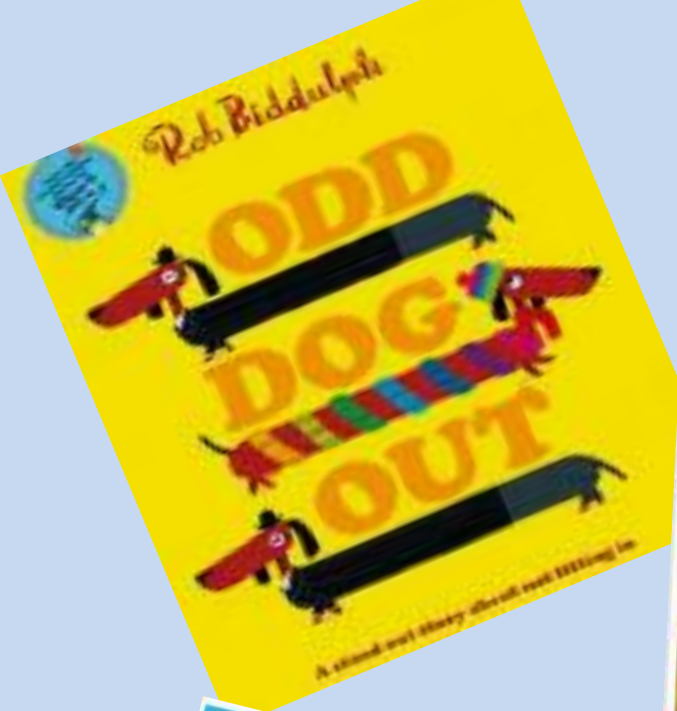
Find your next book

Use the Bookfinder to find the perfect book for you, your family and friends.

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

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Some key questions

- Who are the characters in this book?
- What is happening in the picture?
- What will happen next? Why?
- Where do you think the story is set?
- How are they feeling?
- What might happen if.....?
- What letter sounds can you see?
- What red words can you spot?




Rainbow Sight Words

Rainbow Sight Words



I	the
go	my

Rainbow Sight Words



no	me
put	of

Rainbow Sight Words



you	said
he	for

We have created these to help the children learn to read by sight and spell the RWI '**red words**' (**non-decodable words**) that appear in the first sets of RWI (ditty sheets, red, green, purple and pink books)

Please help your child to learn to read and spell these words as the rainbow sheets come home.

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Early Learning Goals for Writing



Writing

- 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



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Early Learning Goals for Fine Motor Skills



Fine Motor Skills

- 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, paintbrushes and cutlery
- Begin to show accuracy and care when drawing



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PRE-WRITING SHAPES

Before your child can learn to write, he or she needs to be able to draw these shapes



Children who can draw an oblique cross are able to copy more letters and numbers than children who cannot

Before your child learns to write, he or she needs to be able to confidently and accurately copy and execute shapes. To have young children practising writing letters before they have mastered most of the pre-writing strokes may not be beneficial. For example, before children learn to write the letter A, they need to be able to make single angled lines.

Gross motor before fine motor

Example of activities that help children to develop their **gross motor skills**:

- Painting using large arm movements
- Large paper and chunky pens
- Dancing with ribbons
- Ball skills e.g. throwing and catching



These activities help children to develop their **fine motor skills**:

- Playdough play
- Threading
- Peg and boards



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Early writing skills at Steyning

Dough Disco



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ABC does



COLOURFUL ICE PICTURES




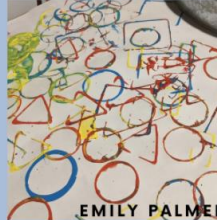
Ice on the ground is a perfect opportunity to create some outside art. Simply add some paint to a spray bottle and get going! Spray bottles are great for strengthening palm grip.

Echoes Nursery

Stamp Wrapping paper

YOU'LL NEED:

- OLD WRAPPING PAPER OR NEWS PAPER
- TUBS, BOXES, BITS AND BOBS FOR STAMPING
- PAINT


ROLL OUT SOME PAPER (FOR EXAMPLE PACKAGING PAPER FROM A PARCEL.) GATHER SOME BITS AND BOBS FROM THE HOUSE, DIP THEM IN PAINT AND GET PRINTING.

EMILY PALMER

Flipping Phonics

YOU WILL NEED:

- BROWN PAPER
- LAMINATOR AND POUCHES (OPTIONAL)
- PERMANENT MARKER
- FRYING PAN
- FISH SLICE OR SPATULA



WHAT TO DO:

CUT YOUR BROWN PAPER INTO SMALL PANCAKE SHAPES. ON ONE SIDE OF YOUR PANCAKE WRITE WORDS THAT CONTAIN A LONG OR SHORT VOWEL SOUND E.G. CAT OR TAKE WHERE 'A' IS THE SOUND BEING LEARNED. ON THE OTHER SIDE OF YOUR PANCAKE WRITE 'LONG A' OR 'SHORT A' E.G. 'SHORT A' WOULD BE ON THE BACK OF 'CAT' AND 'LONG A' WOULD BE ON THE BACK OF 'TAKE'. PLACE THE PANCAKES IN THE PAN WITH THE WORD FACING UPWARDS. THE PLAYER CHOOSES A PANCAKE AND STATES WHETHER THEY CAN SEE A LONG OR A SHORT VOWEL SOUND BEING USED. THEY FLIP THEIR PANCAKE TO CHECK IF THEY ARE CORRECT THEY KEEP THEIR PANCAKE. IF NOT IT GOES BACK IN THE PAN.




Forest Snowflake

Collect sticks (we used three). Arrange into snowflake shape and tie with string in the middle. Using PVA glue stick cotton wool balls too the sticks. Hang with ribbon or string.



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<https://abcdoes.com/home-learning/>

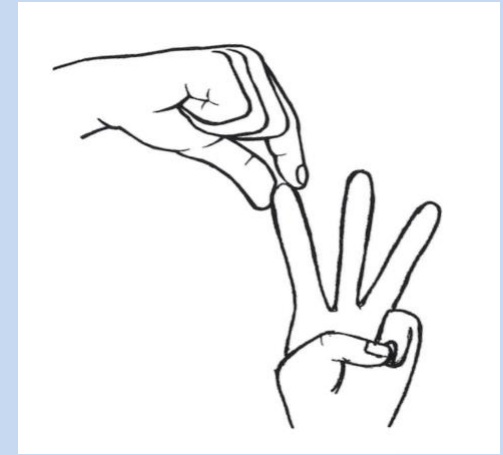
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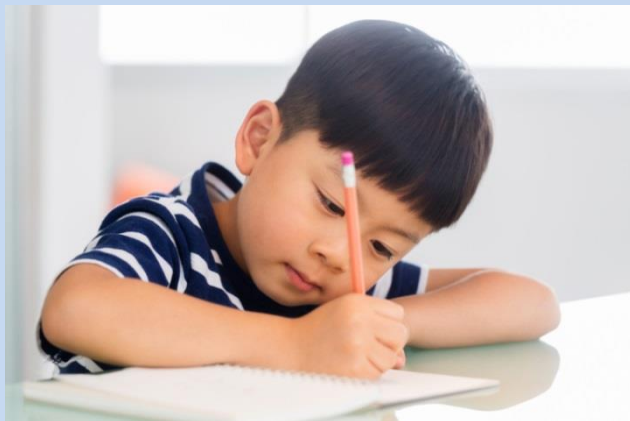
1. Say
it



2. Stretch it



3. Fred Fingers



4. Write it

‘stretching’ the sounds in words can
sometimes help us hear them and then
write them



Spell words by identifying sounds in them
and representing the sounds with a letter
or letters

porij

tighga

sox

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Use the
sound
mat

Read Write on
Mats

Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Use the
rainbow
words
card

Rainbow Sight Words



I	the
go	my

no	me
put	of

you	said
he	for

be	your	are
all	do	some

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finally.....



Make Literacy learning at home

- Purposeful
- Fun
- Frequent
- A sharing experience



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