



Reading, Writing,  
Phonics and  
Handwriting  
Workshop  
October 2018

# Introduction

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

# Children's spoken language supports reading and writing



- ▶ In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing.
- ▶ Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

# Letters and Sounds



- ▶ *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.
- ▶ In the EYFS children are expected to reach the end of Phase 4 at the end of the year.
- ▶ Today I will show you activities and expectations of Phase 1-4 and how you can support your child at home.
- ▶ I will also show you how Phonics link to your child's reading, writing and handwriting.

In EYFS your child has already been assessed for Phonics.

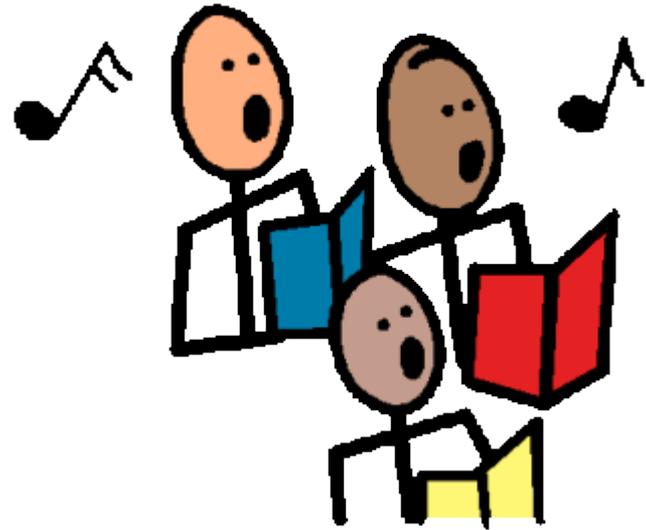
Your child will learn the sounds but most importantly they will learn how to blend and segment words.

These are vital skills when learning to read and write.



# Phase 1

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



# Phase 2



- ▶ In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*) and which phoneme is represented by which grapheme. They may use pictures ie mnemonics
- ▶ **VC (vowel, consonant) and CVC (consonant, vowel, consonant) words**

- ▶ a as in hat
- ▶ b as in bat
- ▶ c as in cat
- ▶ d as in dog
- ▶ e as in egg
- ▶ f as in fish
- ▶ g as in get
- ▶ h as in hat
- ▶ i as in ill
- ▶ j as in jelly
- ▶ k as in kite
- ▶ l as in lill
- ▶ m as in mat
- ▶ n as in net
- ▶ o as in ot
- ▶ p as in pen
- ▶ qu as in queen
- ▶ r as in rat
- ▶ s as in sun
- ▶ t as in tet
- ▶ u as in un
- ▶ v as in vave
- ▶ w as in wig
- ▶ x as in xtra
- ▶ y as in you (at beginning of word)
- ▶ y as in happy (at end of word)
- ▶ z as in zebra

# Phase 2

- ▶ Sounds are introduced in sets
  - ❖ Set 1: s a t p
  - ❖ Set 2: i n m d
  - ❖ Set 3: g o c k
  - ❖ Set 4: c k e u r
  - ❖ Set 5: h b f ff l ll ss

**Activity:**

**How many words can you make?**

s a t p i n m d

Make as many CVC & VC words as you can?

At home have fun using the sound flashcards to make CVC and VC words.

Try adding sound buttons to CVC & VC words.

sat  
o o o

# Some activities to try at home

\* What's in the Bag?

\* Phonics Play

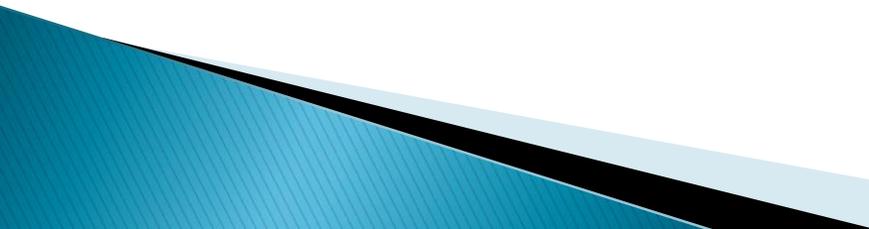


\* Teach Your Monster to Read   
(individual logins will be sent to you shortly)



# Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
  - practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
  - learn all letter names and begin to form them correctly
  - read more tricky words and begin to spell some of them
  - read and write words in phrases and sentences.
- 

# Phase 3

- ▶ **CVC words containing graphemes made of two or more letters**
- ▶ Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**
- ▶ Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!
- ▶ **Tricky words**
- ▶ The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**

# Phase 3

j v w x

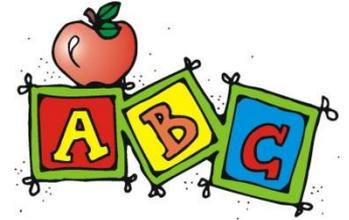
y z zz qu ch sh th

ng ai ee igh oa oo ar

or ur ow oi

ear air ure er

# Phase 4



- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
- **CVCC** words: tent, damp, toast, chimp
- For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
- and **CCVC** words: swim, plum, sport, cream, spoon
- For example, in the word 'cream', c = consonant, r = consonant, ea = vowel, m = consonant.
- They will be learning more tricky words and continuing to read and write sentences together.
- **Tricky words**
- said, so, do, have, like, some, come, were, there, little, one, when, out, what

# Compound Words



How many compound words can you make using the flash cards below?

card bow sand robe flower sun

shine pan bag rain white moon

castle board pot sauce suit light

black case ward book hand

# Phoneme Frames

Ch	i	m	p
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# How can I help?



- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg:  
*r-ai-n = rain* blending for reading  
*rain = r-ai-n* segmenting for spelling
- Praise your child for trying out words
- Look at the list of tricky words in your hand out
- Look for phonic games
- Play pairs with words and pictures



# Phonics and how to support your child's reading

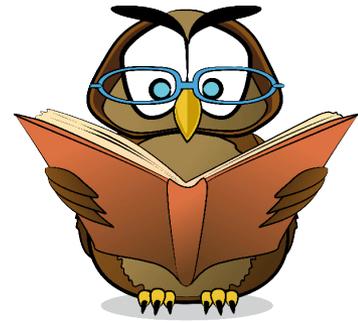
Children have been assessed and given a reading book. Books vary from picture books to books with phonic words. Each week sound cards also come home in your child's book bag.

Then, children move onto books with tricky 'high frequency' words.

Children will be given a copy of the First 100 high frequency words in stages. Children will receive Rainbow certificates to celebrate learning them.



# Phonics and how to support your child's reading



Firstly, make sure that you and the child are sitting comfortably.

- ▶ At the beginning stages of reading the child should be encouraged to point to the words as he/she reads them (below words).
- ▶ Sometimes it can help if the adult helper points from above the word too.
- ▶ Comment on what is being read and on the picture content.
- ▶ Ask the child to predict what will happen next.
- ▶ Talk about the story when the book is finished.

# If a child gets 'stuck', here are some helpful ideas:

- ▶ Use picture clues.
- ▶ Ask the child to read on (to get sense of sentence).
- ▶ Ask the child the initial sound of the word (what sound does the word begin with?). *\* See index of letter sounds at the back of this booklet \**
- ▶ Never delay too long in giving the word if above strategies fail.
- ▶ Re-read that sentence together (for reinforcement/fluency practice).



Talking about books is very, very important - ask lots of questions about the text:

- ▶ *Why* did that happen?
- ▶ *What* happened next?
- ▶ *Where/When* did it happen?
- ▶ *How* do you think it will end?
- ▶ *Which* was your favourite part?
- ▶ *How* did xxx feel?
- ▶ *How* do you know that?
- ▶ Who are the main characters in the story?
- ▶ Was there a part in the story that was sad/happy/funny/etc?



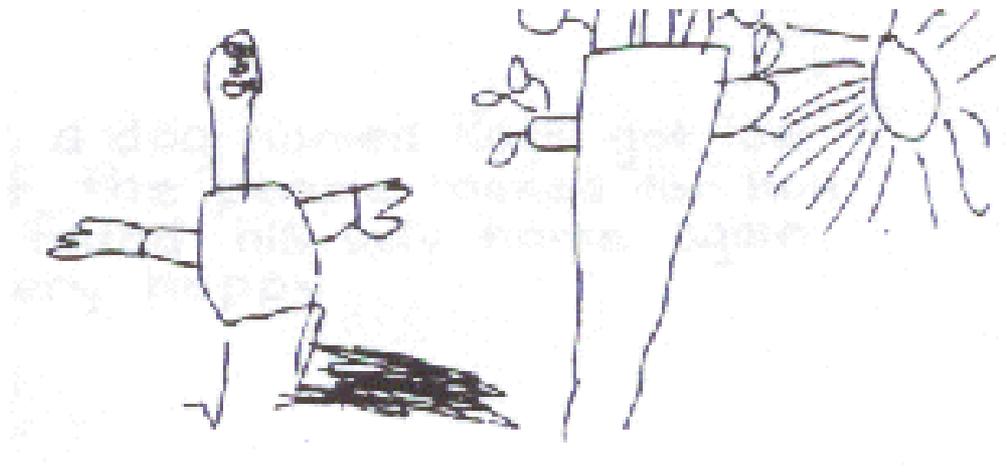
# Writing



## EMERGENT WRITING STAGES

### Stage 1

- uses drawing to stand for writing
- believes that drawings / writing is communication of a purposeful message
- read their drawings as if there were writing on them



## Stage 2

- scribbles but intends it as writing
- scribbling resembles writing
- holds and uses pencil like an adult



### Stage 3

- shapes in writing actually resemble letters
- shapes are not actually letters
- look like poorly formed letters, but are unique creations

b d C Z o b j ob  
w c C o z m

## Stage 4

- uses letter sequences perhaps learned from his/her name
- may write the same letters in many ways
- long strings of letters in random order

C H P F D P E 3 d P 4  
A C r m s o z + d /

## Stage 5

- creates own spelling when conventional spelling is not known
- one letter may represent an entire syllable
- words may overlay
- may not use proper spacing
- as writing matures, more words are spelled conventionally
- as writing matures, perhaps only one or two letters invented or omitted

I w/ b hope wen skul iz t  
I lk t pla wt mi fredz in te  
Sumr tatz ltz ov fn

## Stage 6

- usually resembles writing as we know it

Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.



# Introducing Cursive Handwriting

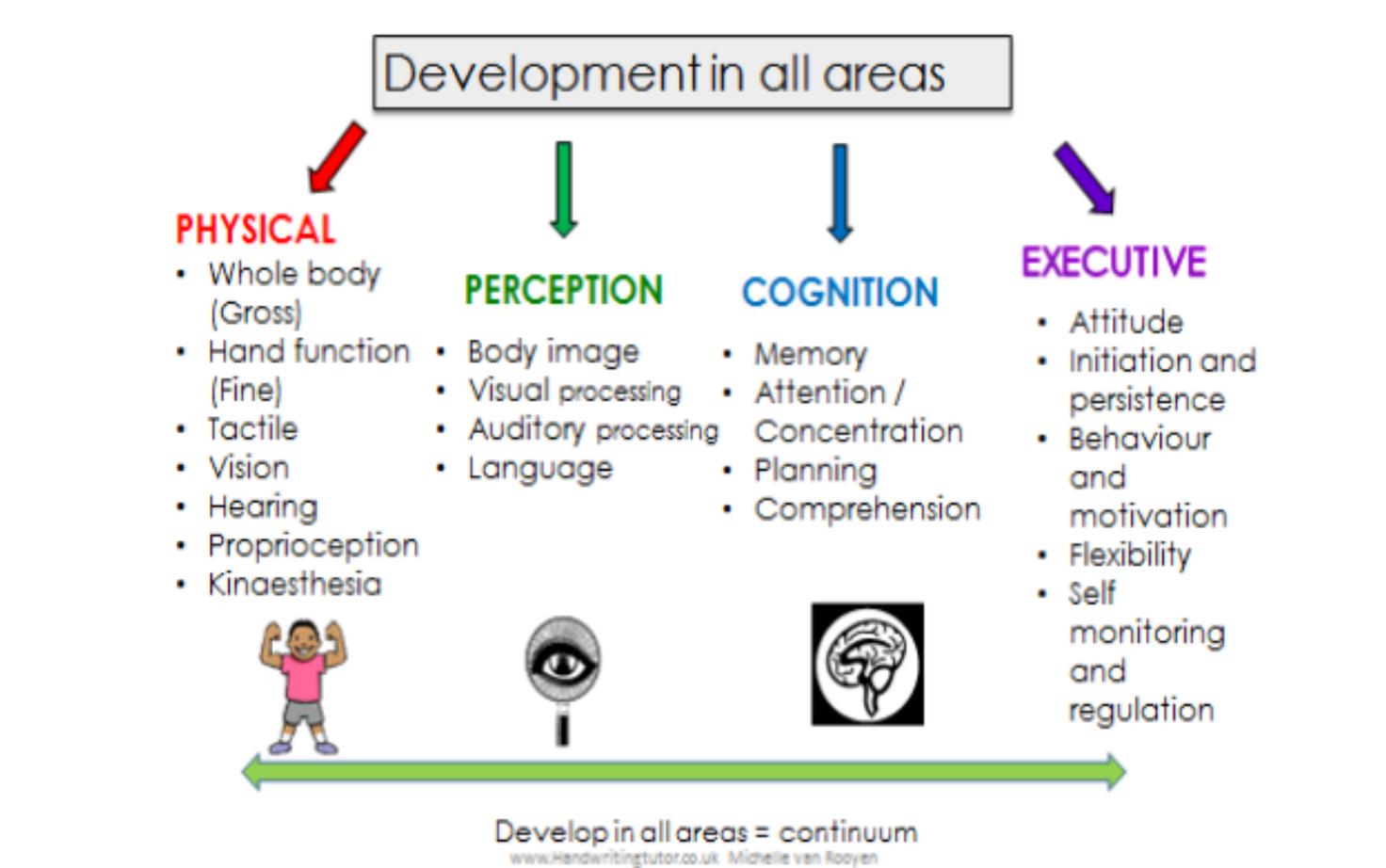


Fig.2. Areas of development underpinning handwriting (Michelle van Rooyen)

# Implications for us as a school

- Labels/writing around the school must be cursive
  - Comments written in books must be modelled through the cursive script
  - Cursive script and presentation must be corrected and improved within written work
  - Support from you as partners in your child's education
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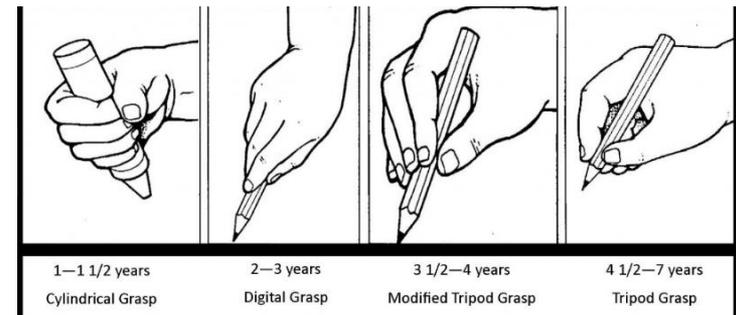
# Progression in Handwriting

Take into account;

- ▶ Gross and fine motor skills
  - ▶ Core strength
  - ▶ Dexterity
  - ▶ Pencil grip
- 

# First Steps

- ▶ Developing muscles needed for writing—information if you missed it the workshop a couple of weeks ago is on our website.
- ▶ Mark making exploration and experiences



# Cursive Unjoined

## Cursive 1 Unjoined Fonts

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

# Cursive

## Cursive 1 Unjoined Fonts

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

# Introduce Handwriting in Families

Curly Caterpillar family

c a f e s g o d q

Long ladder family

i l t u j y

One armed robot family

b h k m p r n

Zigzag monster family

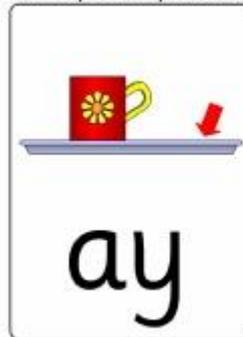
v w x y

# How does a cursive script link to phonics?

ll   ss   ff   zz   ng   ch   sh   th  
ai   ee   igh   oa   oo   ar   or   ur  
ow   oi   ear   air   ure   er

Children will be exposed to digraphs and tri-graphs visually through flash cards and phonics sessions

Phase 5 phoneme picture cards



Thank you for coming and we hope this evening has been informative.

