

**Working Together**

**Talk for Reading and Talk for Writing**

**Monday 15th January 2024**

**Wednesday 17th January 2024**



**Learn. Grow. Achieve. Flourish**

**Working Together**

**Welcome to all Nursery  
and Reception parents**



**Learn. Grow. Achieve. Flourish**

# Working Together

**Aims of the workshop: Talk for Reading and Talk for Writing**

- 1. To know the importance of talk for reading and writing.**
- 2. To feel confident supporting your child's reading and writing development at home.**



**Learn. Grow. Achieve. Flourish**

# Working Together

- **Strengthen partnership between home and school**
- Research states that when parents get involved in their child's education = children do well emotionally and academically.
- **Starts from Early Years**
- No parent course or parent handbook given to us!



Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.

When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound,  
such as money and mother

Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car"

Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."

Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you **can**, you can't catch me I'm the gingerbread —."

Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.

Engage in extended conversations about stories, learning new vocabulary.

Choose books which reflect diversity.

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.

Write some or all of their name.

Write some letters accurately.

Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).



## Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

## Examples of how to support this:

Help children to read the sounds speedily. This will make sound-blending easier.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.





## Children in reception will be learning to:

## Examples of how to support this:

Read a few common exception words matched to the school's phonic programme.

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Make the books available for children to share at school and at home.

Avoid asking children to read books at home they cannot yet read.

Form lower-case and capital letters correctly.

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

Spell words by identifying the sounds and then writing the sound with letter/s.

Show children how to touch each finger as they say each sound.

For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.



**Children in reception will be learning to:**

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

**Examples of how to support this:**

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Model how you read and re-read your own writing to check it makes sense.

# Phonics































Phonics is a method of teaching reading that involves learning how to convert letters or letter groups into sounds and blending these sounds together to form words.

e.g., the sound **k** can be spelled as  
**c, k, ck, ch**

# Set 1 sounds – Reception

- Say each sound
- Say each sound with fluency
- Blend each sound c-a-t = cat
- Reading CVC words mug, wig
- Reading simple sentences by using Fred Talk
- **I can sit on a log.**

Speed Sounds Set 1

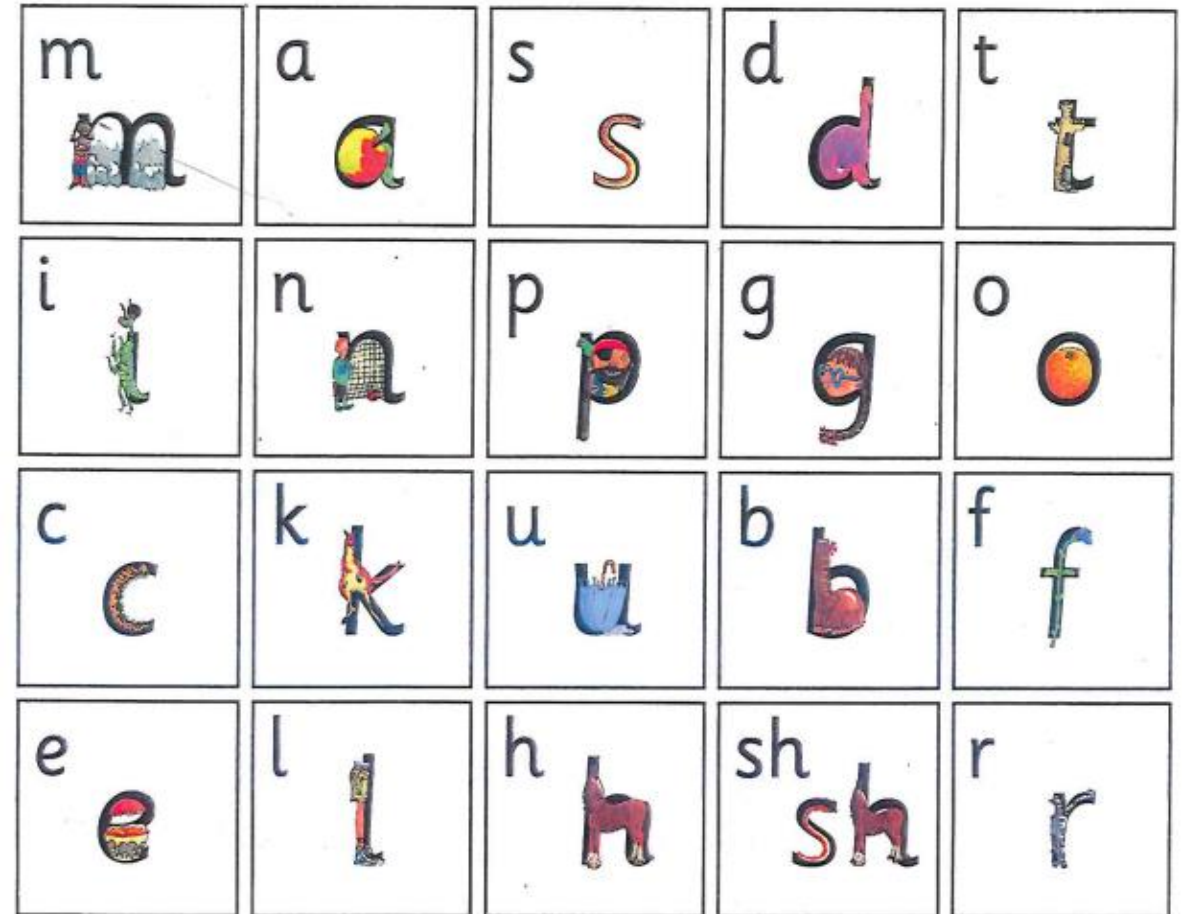
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c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

# Set 1 sounds – Nursery

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- Say each sound
- Say each sound with fluency
- Hear **s-i-t** and start to **blend**

Speed Sounds Set 1





















# Set 1 sounds – Reception and Nursery

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- Write each sound using the rhyme
- Form letters correctly



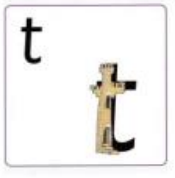

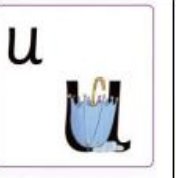



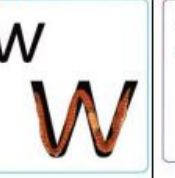

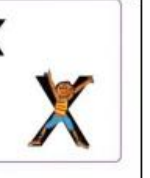





Rhymes for letter formation - taken from Read Write Inc.

<p>a</p> 	<p>b</p> 	<p>c</p> 	<p>d</p> 	<p>e</p> 	<p>f</p> 
<p>Around the apple and down the leaf.</p>	<p>Down the laces to the heel and around the toe.</p>	<p>Curl around the caterpillar.</p>	<p>Around the dinosaur's bottom, up his tall neck &amp; down to his toes.</p>	<p>Lift off the top and scoop out the egg.</p>	<p>Down the stem and draw the leaves.</p>
<p>g</p> 	<p>h</p> 	<p>i</p> 	<p>j</p> 	<p>k</p> 	<p>l</p> 
<p>Around the girls face, down her hair and give her a curl.</p>	<p>Down the head, to his hooves and over his back.</p>	<p>Down the body and dot for the head.</p>	<p>Down his body, curl, dot for his head.</p>	<p>Down the kangaroo's body tail and leg.</p>	<p>Down the long leg.</p>
<p>m</p> 	<p>n</p> 	<p>o</p> 	<p>p</p> 	<p>qu</p> 	<p>r</p> 
<p>Down Maisie, mountain, mountain.</p>	<p>Down Nobby and over his net.</p>	<p>All around the orange.</p>	<p>Down the pirates plait and around his face.</p>	<p>Round her head, up past her earring, down her hair and flick.</p>	<p>Down the robots back and curl over his arm.</p>

# Set 1 sounds – Reception

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- Write each sound
- Form letters correctly

 <p>s</p> 	 <p>t</p> 	 <p>u</p> 	 <p>v</p> 	 <p>w</p> 	 <p>x</p> 
<p>Slither down the snake.</p>	<p>Down the tower, across the tower.</p>	<p>Down and under, up to the top and draw the puddle.</p>	<p>Down a wing, up a wing.</p>	<p>Down, up, down, up.</p>	<p>Down the arm and leg, repeat the other side.</p>
 <p>y</p> 	 <p>z</p> 				
<p>Down a horn, up a horn and under head.</p>	<p>Zig-zag-zig.</p>				

# Set 1 sounds – Reception

Know that there are different ways for saying the same sound.

## Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

CVC words are words created using a consonant, vowel, and a consonant. Vowels are the letters A, E, I, O and U, while consonants are all the other letters in the alphabet.

Examples of CVC words can include 'new', 'hat', 'cot', 'lit' and 'pit'.


























Consonants												
b	c	d	f	g	h	j	k	l	m			
n	p	q	r	s	t	v	w	y	z			

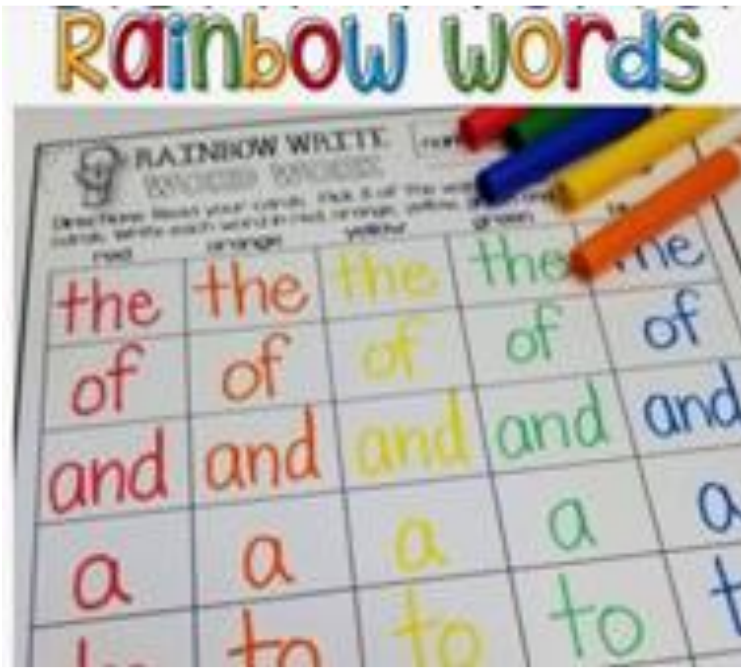
Vowels				
a	e	i	o	u

Consonants	Vowels	Consonants
b	a	t

- Sound out each word b-a-t  
Can your child say the word?  
Can your child Fred Talk and read the word?
- **Sound out the word for your child.**  
**Can they pinch the sounds on their finger before writing the word.**
- **Can they write the word?**
- Can they write the word with a crayon; a water and a brush; dough; foam; beetroot; chalk; in sand; in mud etc.?

**CVC words are words created  
using a  
consonant, vowel, consonant.**

Short a	Short e	Short i	Short o	Short u
 cab	 web	 bib	 cob	 sub
 bad	 bed	 kid	 rod	 mud
 tag	 peg	 pig	 dog	 jug
 jam	 hen	 bin	 top	 sun
 van	 jet	 lip	 pot	 nut



**Rainbow writing  
brings together  
different sensory  
ways of learning,  
making it suitable  
for lots of different  
learning styles.**



# Fun reading activities to do with your child:

- Play eye spy with the book: Eye spy something beginning with 'p.'
- Use only the pictures to tell the story.
- Ask the question: 'What is happening on this page?'
- Make a storytelling box: Collect some objects. Select 3-4 objects and have fun making up a story with the objects from the box.
- Retell a familiar story in your own words.
- Change the characters in the story to animals or people they know.
- Use their soft toys to tell a story.
- How many things can they name on one page?

## Before reading the book:

Encourage the child to handle the book and hold it the correct way around.



Can you find the front cover?

What can you see on the front cover?



What might this book be about?

Can you find/point to the title?

What might happen in the story?



## During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?



What does this word mean?

Do you like ...?

What might happen at the end of the story?



Can you turn to the next page?



## After reading the book:

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?

What was your favourite part?



Who was your favourite character?



**When you model writing for the children, talk about what is going on in your mind as you write, using the language of thinking and learning. This helps to promote the important skill of metacognition – the act of thinking about and becoming aware of our own thought processes. Help your children understand the thinking processes that happen when a writer works.**

# How to support your child with writing

**Think it – Think of the sentence you're going to write.**



**Say it – Say the sentence out loud a few times to check that it sounds how you want it to and makes sense.**

**Pinch it – Pinch each word on your finger as you say your sentence. This helps you to memorise the sentence when writing.**

**Write it – Write the sentence down saying the sounds as you write it.**

**Stretching Words**

  Say the word very slowly.

  Listen carefully to each sound.

  Think of the letter that makes that sound.

 Write the letter.









**Working Together**

# **Next workshop ...**

**Wednesday 24<sup>th</sup> January**

**Online Safety & social media use for EYFS@9.15  
in Yew Hall**



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