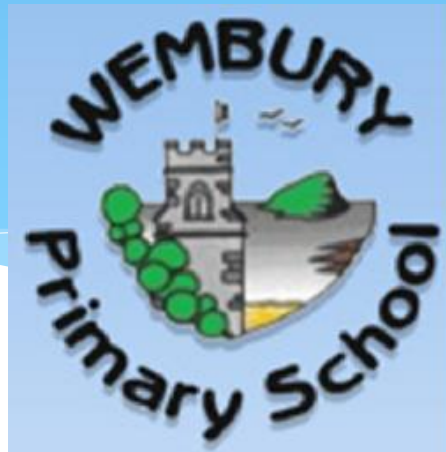




# Reading and Writing in the Foundation Stage



# What do the experts say?

- \* “Systematic teaching of synthetic phonics is the best way to drive up standards in reading. Research shows that when phonics is taught in a structured way-starting with the easiest sound, progressing through to the most complex- is the most effective way of teaching children to read.” DfE 2011



# Our phonics scheme

## Read Write Inc

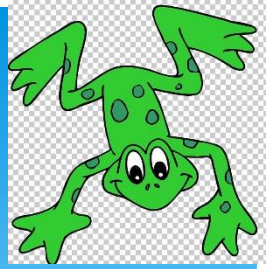


# Phonics



- \* There are 44 main letter sounds (**speed sounds**), some have single letters, m, a, s, d, and some have two or three letters, sh, ch, ee, oa,
- \* It is important that these sounds (phonemes) are taught and practised correctly!
- \* Let's try some!
- \* <https://schools.ruthmiskin.com/training/view/M2iExFm3/TCJNWYHy> (Say the sounds)
- \* <https://schools.ruthmiskin.com/training/view/S8I5A3ZJ/Qbfz6JRV> (Handwriting)
- \* <https://schools.ruthmiskin.com/training/view/y5VA6fBE/v5JYhMpI> (What is RWI?)

# Reading



- \* Children learn to read words using sound-blending, sometimes known as 'Fred Talk'.

c-a-t = cat  
ch-i-p = chip

at ••	mad •••
sad •••	dad •••
sat •••	mat •••

- \* Oral blending- Fred talk
- \* Read simple CVC words then simple sentences (daily phonics)
- \* School Readers (sent home)
- \* Reading comprehension

# writing

- \* Children learn to write the sounds (graphemes) using the correct letter formation. They practise using different media.





# Writing words and sentences

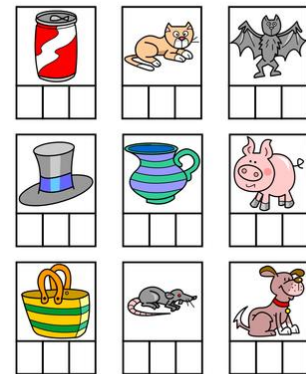
- \* Children learn to write words using their segmenting skills. They also learn to write
- \* 'red words' which are less regular from memory (the, was...)

## Progression

- \* Mark making
- \* Sounds
- \* Simple words
- \* Simple sentences
- \* Talk for writing
- \* Simple stories



Can you write the words?



# Foundation stage curriculum- Development matters 0-5 years

## \* Reading

- \* Enjoying stories and rhymes
- \* Learning about story structure
- \* Recognise familiar words
- \* Read (decode) words/sentences
- \* Understanding the text (comprehension)

## \* Writing

- \* Mark making
- \* Letter strings
- \* Whole words
- \* Simple sentences
- \* stories





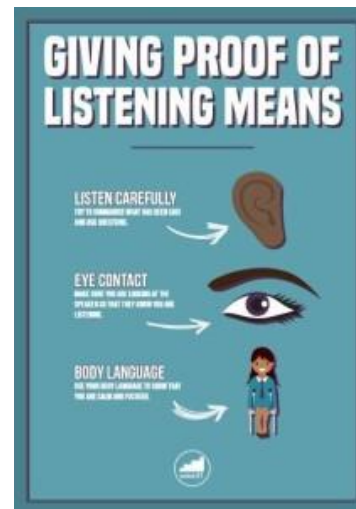
# Enjoy Literacy!

- \* Practise phonics at home
- \* Play eye-spy
- \* Play sound snap
- \* **Web sites:**~
- \* [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- \* [www.bbc.co.uk/cbeebies/alphablocks](http://www.bbc.co.uk/cbeebies/alphablocks)
- \* [www.focusonphonics.co.uk/sound.htm](http://www.focusonphonics.co.uk/sound.htm)
- \* Practise writing names
- \* Practise letter formation
- \* Encourage a love for books and writing
- \* Share bedtime stories



# Oracy

- \* Some of our pupils start early school life without the oracy skills relevant for their age.
- \* We strive to develop spoken language skills through the taught curriculum, playtimes and lunchtimes, picture news, extra-curricular activities and the whole ethos of the school.
- \* Oracy is at the heart of teaching and learning at Wembury.



# Oracy in Foundation

Children should...

- \* Speak audibly so they can be heard and understood
- \* Use gestures to support meaning in play
- \* Use talk in play to practice new vocabulary
- \* Join phrases with words such as 'if', 'because', 'so', 'could' and 'but'
- \* Use sentence stems to develop their oracy skills
- \* Make relevant contributions and ask questions
- \* Describe events that have happened to them in detail
- \* Look at someone who is speaking to them
- \* Take turns to speak when working in a group

# Oracy

## How to help at home



# Homework

- \* RWI phonics homework will be issued when applicable.
- \* Reading books will be sent home at the appropriate time, when your child can blend which will be determined by the phonics group your child is in.
- \* Library books will be issued every Wednesday for you to share with your child as a bedtime story. Please ensure it is returned the following Monday.
- \* Other topic homework will be sent home as and when it is appropriate.
- \* Show and tell will be every Wednesday.

# Tapestry

