

# COMMUNICATION

Literacy is communication

- Speaking
- Writing
- Listening
- Reading

Class 9  
Lygate Infant  
School  
Sheffield  
Friday 24th  
June 2018

Dear Mr Bromage I am writing  
because there are way too  
many plastic in the sea  
ocean and we are not helping  
because we have plastic  
straws when we have our  
school milk!

It would be nice if you  
talked to the council or  
company to re-design the  
straws. Every year 40000 plastic  
straws get thrown away into  
the bin. If the straws get  
thrown into the ocean and



# THIS EVENING...

- Reading (25 mins)
- Writing (20 mins)
- Separate year groups (15 mins)

# READING IS...

... a gift every child has a right to

... a door onto a world of experiences and information beyond the child's own experience

... not always easy – but we can get every child there

# WHAT IS READING?



# PHONICS

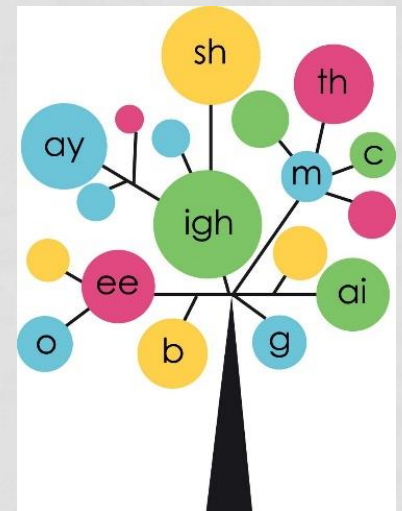
- This helps children represent the sounds we hear in the letters we write.
- Same phonemes can be written in lots of different ways.

e.g ow/ou, oy/oi, e/ee/ea/e\_e etc

- Children are taught to segment and blend using pure sounds.
- This supports Reading and Spelling

Digraph - 2 letters, 1 sound

Trigraph - 3 letters, 1 sound



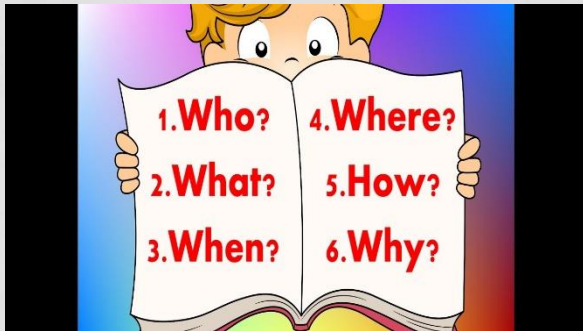
# TRICKY WORDS (READING)

- Phase 2 - 5 have a list of tricky words that children are taught to read by sight.
- Children are encouraged to look for patterns to help them with these words.  
eg. **he, she, me, be, we**
- Taught during Spelling / Phonics lessons.

1	<table><tbody><tr><td>the</td><td>no</td></tr><tr><td>to</td><td>go</td></tr><tr><td>I</td><td>into</td></tr></tbody></table>	the	no	to	go	I	into	3	<table><tbody><tr><td>you</td><td>are</td></tr><tr><td>they</td><td>my</td></tr><tr><td>all</td><td>her</td></tr></tbody></table>	you	are	they	my	all	her
the	no														
to	go														
I	into														
you	are														
they	my														
all	her														
2	<table><tbody><tr><td>he</td><td>me</td></tr><tr><td>she</td><td>be</td></tr><tr><td>we</td><td>was</td></tr></tbody></table>	he	me	she	be	we	was	4	<table><tbody><tr><td>said</td><td>so</td></tr><tr><td>have</td><td>do</td></tr><tr><td>like</td><td>some</td></tr></tbody></table>	said	so	have	do	like	some
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like	some														

# COMPREHENSION

- The aim of reading is comprehension.
- Written language is different from spoken language. We need to support children to help them learn to comprehend what they read.
- For example: developing understanding of the chosen vocabulary in the text.



# FLUENCY

- Read aloud fluently, showing understanding of what they read.
  - Accurate word-reading
  - Pausing at punctuation (and recognising what the punctuation tells us)
  - Good expression (which matches the mood of the text)



# SUMMARIZING

- Discuss what they have read in their own words.
- Recall the important information.
- Keep it short.
- Reminder of what has been read so far.

This part was about ...

First, ..... Next, .... Then, ...

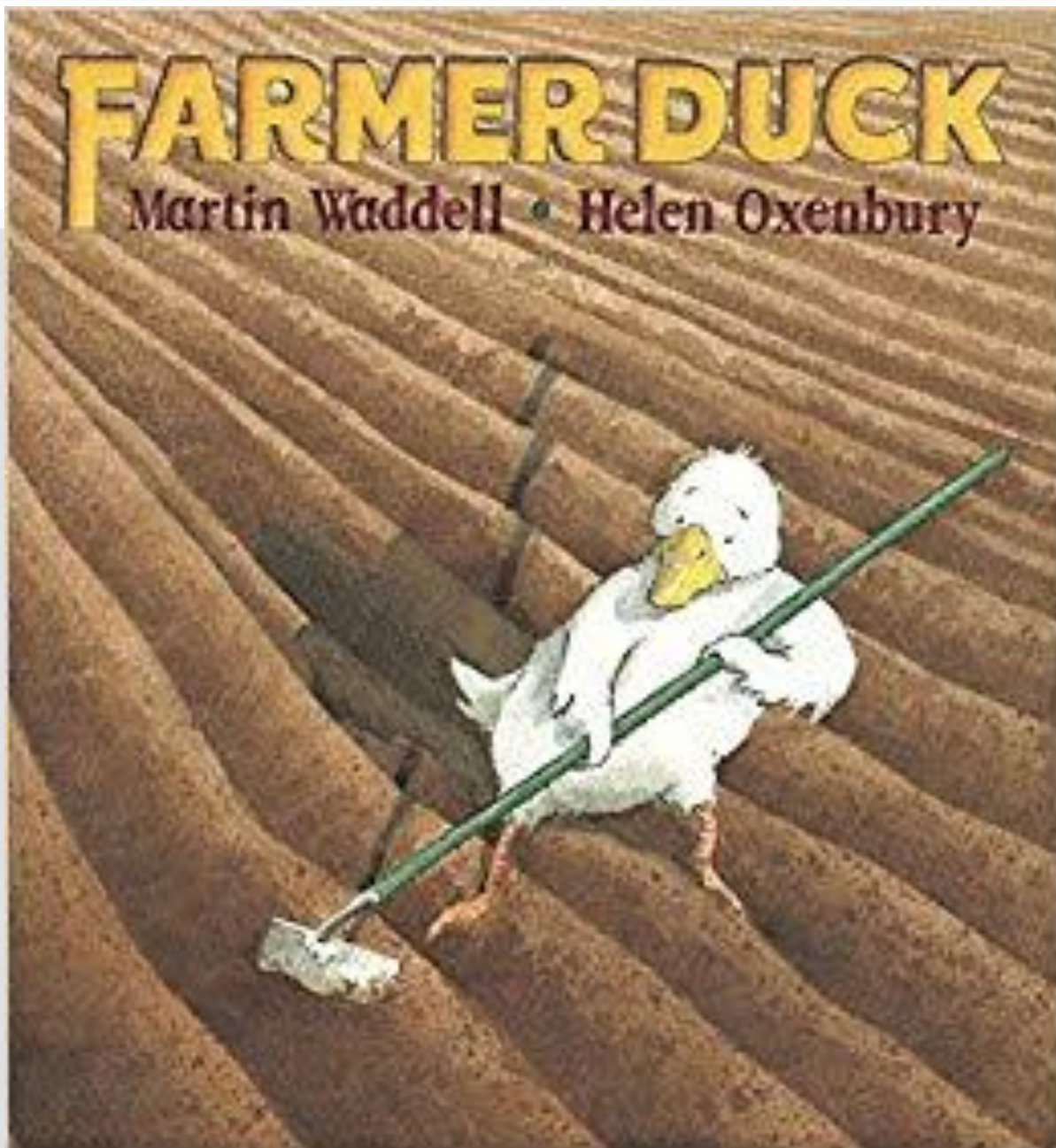
This story takes place in ...

The main characters are ...

The problem of the story is ...

# FARMER DUCK

Martin Waddell • Helen Oxenbury



# HOW WE TEACH READING AT SCHOOL

- Phonics (Letters and Sounds)
- Guided Reading
- Storytime
- English lessons
- 1:1 reading
- Whole Class reading
- Library visits
- Home/School Reading diary

# BOOK BANDS

- Goldilocks Principle – not too easy, not too hard, just right
- Children need to understand what they are reading, not just read the words really quickly
- We assess the children to decide when they need to move on
- Talk to your child's teacher about your child's progress – they may agree or you may have a useful discussion about your child's current gaps.
- End of Y1: Orange/Turquoise
- End of Y2: Gold/White

# READING AT HOME

Reading  
to your  
child

Reading  
with your  
child

# HOW YOU CAN SUPPORT YOUR CHILD AT HOME

- 3 – 5 times a week
- Supportive reading experiences: not a test (take it in turns; talk; games; time-limits etc)
- Encourage your child to apply phonics to read words
- Ask your child to summarise what they have read
- Activating background knowledge: Tell them names of characters/places; identify sounds they're going to meet; make links with own experiences
- DO pay attention to your child's understanding
- DO communicate with us – this is a partnership
- DON'T struggle alone, we're here to support you

# WRITING

The National Curriculum breaks writing down into:

- Composition (articulating ideas and structuring them in speech and writing)
- Transcription (spelling and handwriting)

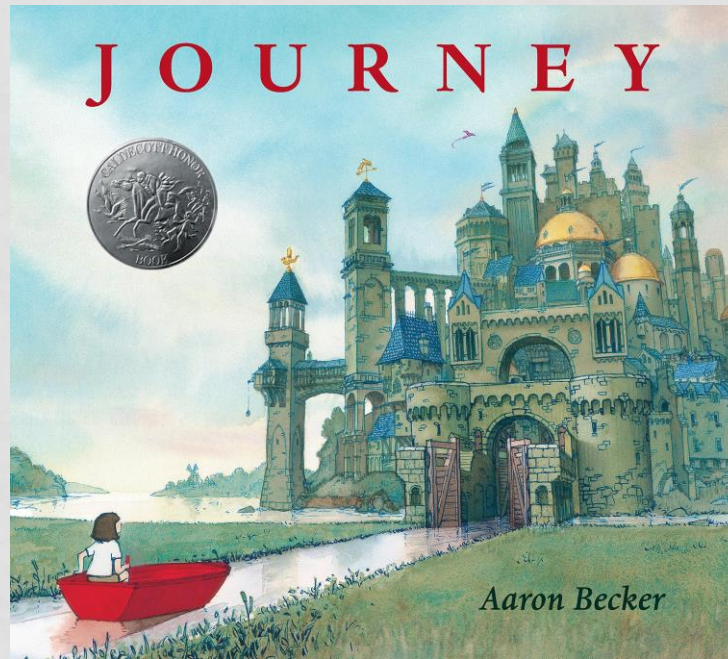
Transcription is year-group specific.

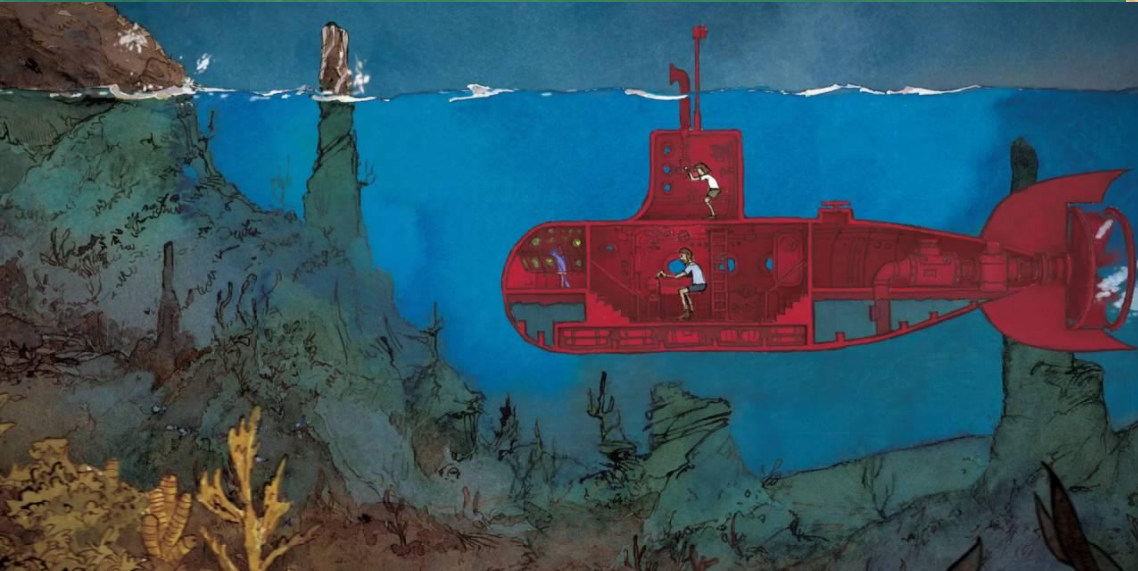
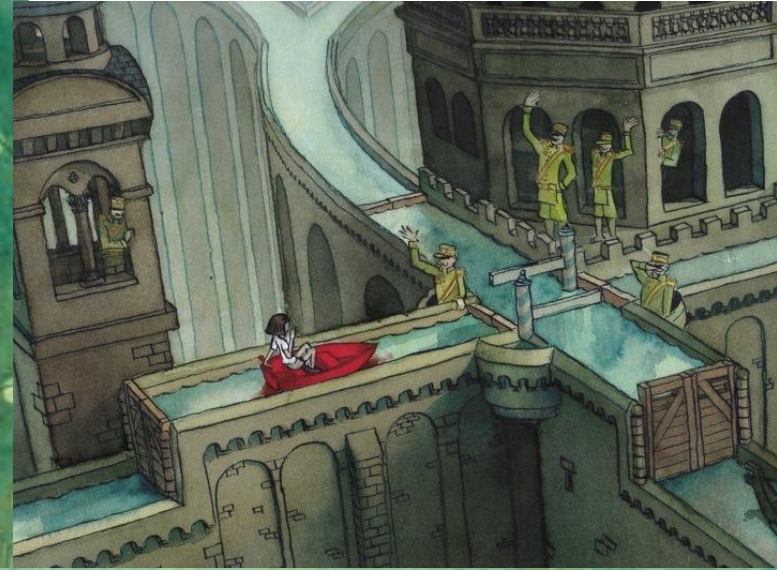
# COMPOSITION

- Communicating your ideas to other people in speech and writing
  - Real events that have happened (to us or to others)
  - Imaginary events (stories)
  - Instructions
  - Language play (songs, rhymes, poems)
  - Texts, messages
- Learning what a sentence is and how to communicate in sentences (links to grammar)

# INSPIRATION

- High quality texts are carefully chosen to inspire the children.





# INSPIRATION

- We aim to provide engaging and inspirational experiences to motivate children to write.

# INDEPENDENCE

We want children to feel confident to write high quality pieces independently. Tools and strategies include:

- Working walls
- Handwriting prompts
- Spelling books and cards
- Modelling how to use the above.



WALT: write a character description independently. ✓KD		Date: 20.11.17
Have you...		P
★ ...used think, say, write, check?	✓	✓
★★ ...used words that interest the reader?	D	✓
★★★ ...extended some sentences using conjunctions?	Some	✓
☺ ...used neat handwriting?	✓	✓

Izzy has blew boots.  
 She has a oring and  
 yellow top. She has  
 brown puffy and hair. She  
 is kind and when she  
 found the crow she  
 disigned to help it. When  
 she feurst made a  
 pair of wings it didnt  
 werc out so she trid  
 and trid agen and she  
 finily made a pair.  
 When she got the  
 hang of it she didnt



End of Y2  
writing

Class 9  
Lydgate Infant  
School  
Sheffield  
Friday 29th  
June 2018

Dear Mr Bromage I am writing because there are way too many plastics in the ~~of~~ ocean and we are not helping because we have plastic straws when we have our school milk!

It would be nice if you talked to the council or company to re-design the straws. Every year 40,000 plastic straws get thrown away into the bin. If the straws get thrown into the ocean and

they will die! My favourite sea animal is a turtle and I don't want them to die.

Thank you for reading my letter. I hope single use plastic will go away.

Yours

Yours sincerely  
Class 9



# MODELLING

- We use **Think Say Write Check** to model the writing process to children.



# MODELLING



- Think
- Say
- Write
- Check

# WRITING DURING THE SCHOOL DAY

- 'English' lessons – reading high quality texts or having inspirational experiences and building from these up to our own pieces of writing
- Writing across the curriculum
- Spelling/phonics
- Handwriting
- Independent writing opportunities

# HANDWRITING

- Letter families
- Y1 print
- Y2 cursive
- It isn't everything but it is important

**Letter families**  
For teaching letter formation

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Letter family 1  
*Down and off in another direction* l i t j u y

---

Letter family 2  
*Down and retrace upwards* m n r b p h k

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Letter family 3  
*Anticlockwise round* c a d o q g e f s

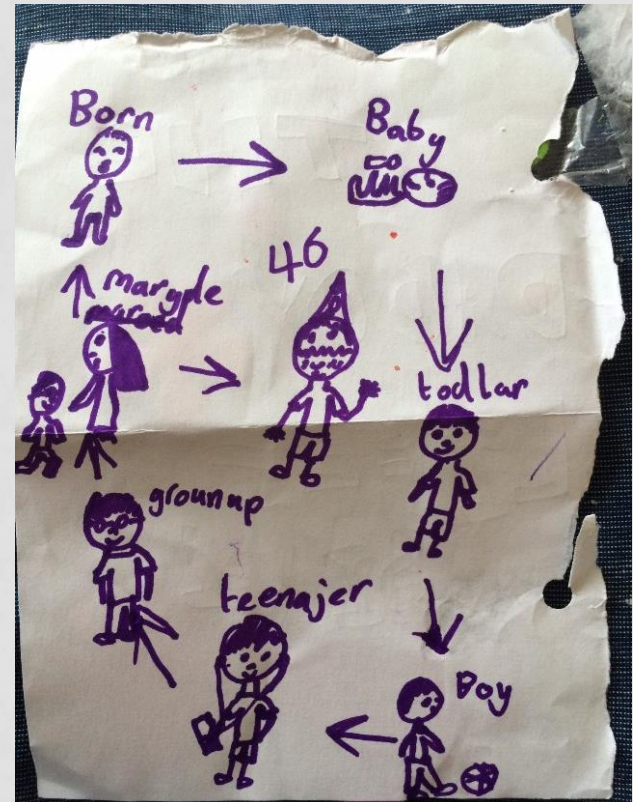
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Letter family 4  
*Zig-zag letters* v w x z



# WRITING AT HOME

- Make the most of naturally-arising opportunities (lists! Cards etc)
- Range of writing media
- Learning logs
- Think Say Write Check
- Handwriting
- Spelling
- Accessible resources



# YEAR GROUPS