



# Literacy in the Foundation Stage

HOW TO HELP YOUR CHILD AT HOME

## **Reading**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

## **Writing**

Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

# Typical Weekly Teaching Input

- ▶ Daily phonics input – recap on sounds covered, new sound, applying phonic knowledge
- ▶ A focus phonics task
- ▶ 2 whole class handwriting sessions
- ▶ 1 small group handwriting session
- ▶ 1 reading session – guided or individual
- ▶ Daily Helicopter stories
- ▶ Planned opportunities in continuous provision



# Phonics

## What is Phonics?

Knowledge  
of  
alphabetic  
code

Skills of  
blending  
and  
segmenting

## Building Blocks

A  
phoneme  
is what  
you hear

A  
grapheme  
is what  
you write

# How we Teach Phonics

- ▶ In F2 we teach synthetic phonics which is programme which focuses on pure sound and encourages blending and segmenting of words from the very beginning.
- ▶ No sound is taught in isolation – children learn a number of sounds at the same time:
- ▶ e.g. s, a, t, p i, m, n, d
- ▶ Children will then build words using these sounds by listening, repeating and writing in every session.
- ▶ am, at, as, sam, sat, sit, pat, pam, pit
- ▶ Sounds are not taught in alphabetical order. The programme works through the phonemes (sounds) in an order which enables them to build words as they go, and build on skills as well.
- ▶ They are encouraged to say the sounds then read the word
- ▶ e.g. s - i - t = sit
- ▶ f - l - i - ck = flick

Shared  
Reading

Guided  
Reading

Individual  
Reading

Independent  
Reading

Reading for  
Pleasure

Helicopter  
Stories

Reading

# Environmental Print



Most children come in already reading.



They know that print means something.



They are making the link between text and information.

# Learning Reading Skills

## Phonics

Teaches us the building blocks of reading.

The children learn to decode words by blending sounds. They also become familiar with 'tricky' words.

We also play with words – rhyming and alliteration.

## Shared Reading

Story time

Helicopter Stories

Independent Reading

Reading for Pleasure

Time to develop book handling skills and also how we read print.

Also opportunities to learn about story structure and develop comprehension skills.

## Guided Reading

The opportunity to embed these skills with adult scaffolding and to move children on in their reading journey.

# Helping with Reading at Home



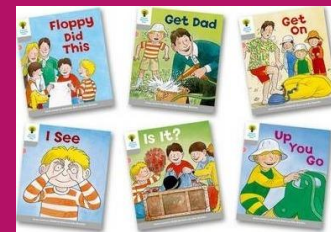
Print in the  
Environment



Practice  
blending

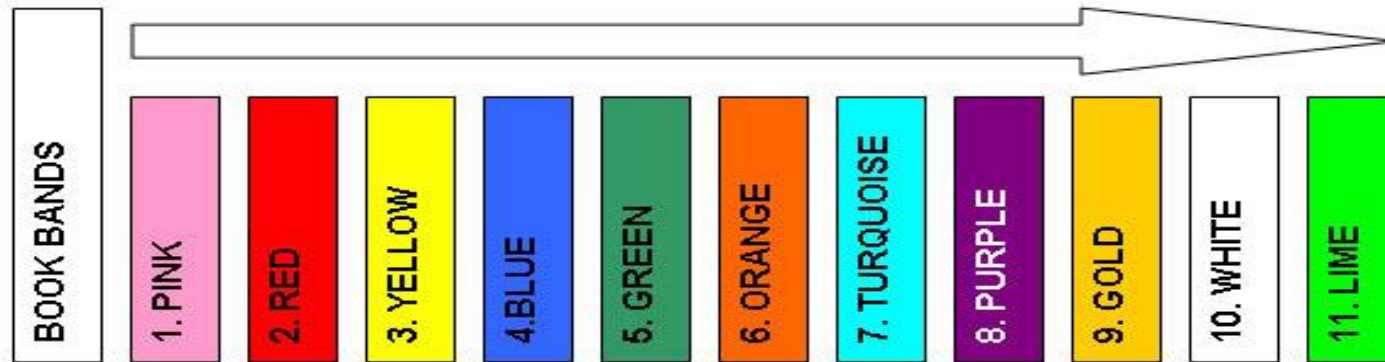


Reading  
Together



Read as often  
as you can

# What are Book Bands?



Children are on a particular book band because of their COMBINED word-reading and comprehension skills.

We assess the children throughout the year to see how they are progressing in their reading. This is an informal and ongoing process.

## PINK Book Band

To move to the next band (RED), children will

- ▶ ... retell what has happened so far
- ▶ ... predict what might happen next based on their understanding of this and other texts
- ▶ ... be working within Phonics Phase 2, with a secure knowledge of most single-letter graphemes
- ▶ ...segment and blend any CVC word independently
- ▶ ... read these TRICKY words: I, go, into, no, the

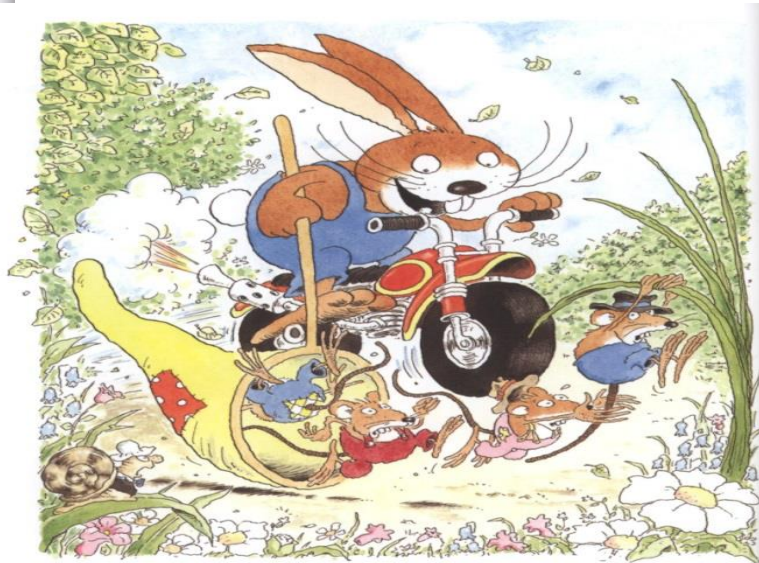
# Learning to read – the early stages

Step One:

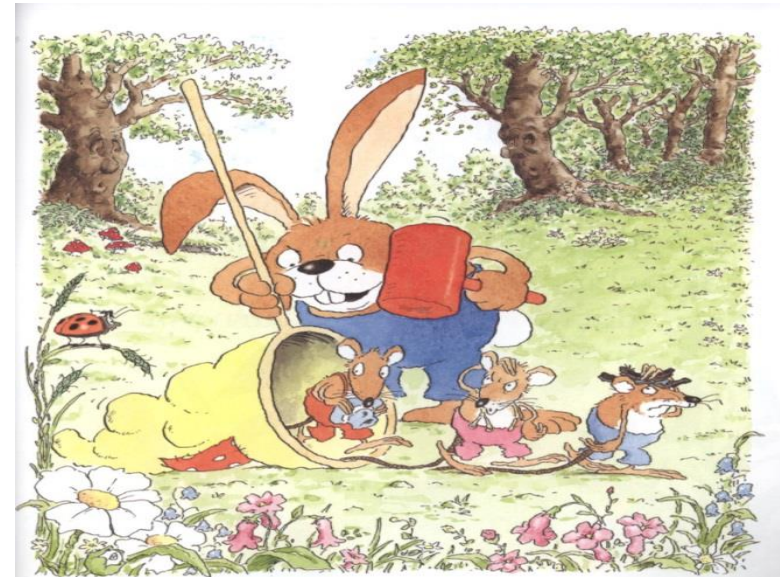
Understand that words are separate from each other.



Little Rabbit Foo Foo



scooping up the field mice



and bopping them on the head.

# Learning to Read: the early stages

Step Two:

Books with simple repetitive text where one word changes. Use phonics clues to read the words.

*My Dad has socks.*

*My Dad has a jumper.*

*My Dad has a hat.*

*My Dad has no shoes!*

Are they using phonics to read the changed words?

# Learning to Read: the early stages

## Step Three:

Apply phonics to read simple texts which require the child to apply the phonics they already know.



# RED

To move to the next band (YELLOW), children will

- ▶ ... retell what has happened in a story/explain what an information text is about
- ▶ ... predict what will happen next based on their understanding of this and other texts
- ▶ ... describe how characters are feeling, beginning to base their opinions on evidence in the text
- ▶ ... begin to hear when their reading doesn't make sense
  
- ▶ ... have a secure knowledge of all Phase 2 graphemes and be able to apply them as they read (s, a, t, p, i, n, o, c, k etc)
- ▶ ... have started to apply some phonic Phase 3 digraphs in their reading (sh, ch, th, ng, ck, ee, oo)
- ▶ ... be able to read these TRICKY words: he she we me be was my you her they all are
- ▶ ... read with >95% accuracy most red-banded texts
- ▶ ... read RED texts with fluency

# How you can support your child at home

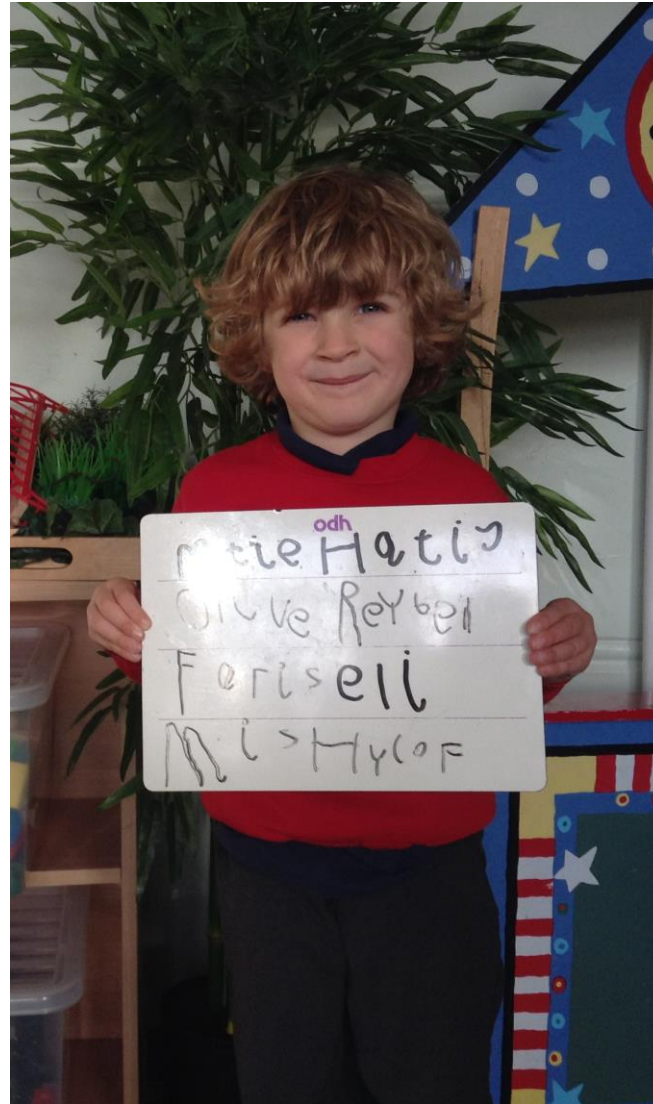
- ▶ 3 – 5 times a week.
- ▶ Short, regular, positive reading sessions.
- ▶ Supportive reading experiences: not a test (take it in turns; talk; games; time-limits etc)
- ▶ Get your child to apply their phonics as they read.
- ▶ Activating background knowledge: Tell them names of characters/places; identify 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.

# School Reading Books

- ▶ Colour coded
- ▶ From beginner reader to independent reader
- ▶ Different text types – to suit all tastes
- ▶ Changing books when they need to – their choice too!
- ▶ Take one book at a time, in the right colour band
- ▶ Talk to the teacher/leave a message in their reading diary if you think your child is ready to change band.

# Writing

- ▶ Segmenting words
- ▶ Identifying how many sounds (not letters)
- ▶ Creating and encouraging independent mark making
- ▶ Showing writing has a purpose
- ▶ Scaffolded adult led writing tasks

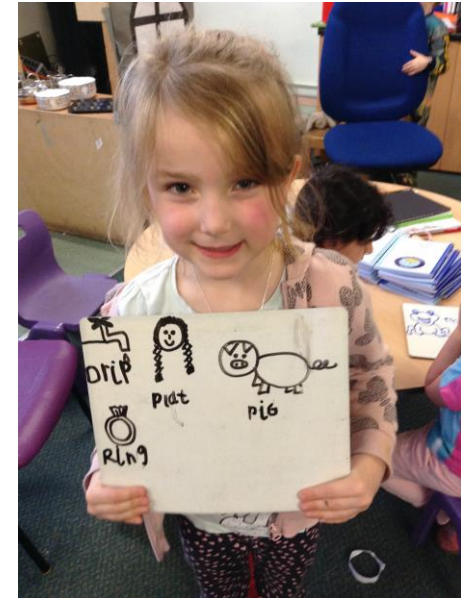


# Talk Like a Robot



As children develop their phonic awareness they will begin to 'segment' to spell words. This involves picking out the individual sounds in a word and writing them. We begin with short words (usually CVC) which are within the child's experience.

Children will usually hear the initial sound in the word first. They usually hear the final sound next and then the medial sound. They will then begin to segment CCVC/CVCC words.



# Captions and Sentences

- ▶ When children are secure with segmenting words, they will begin to write simple captions e.g.
- ▶ A cat and a frog.
- ▶ As their phonic knowledge and confidence develops they will write longer and more descriptive sentences e.g.
- ▶ The fluffy cat is sitting by the green frog.

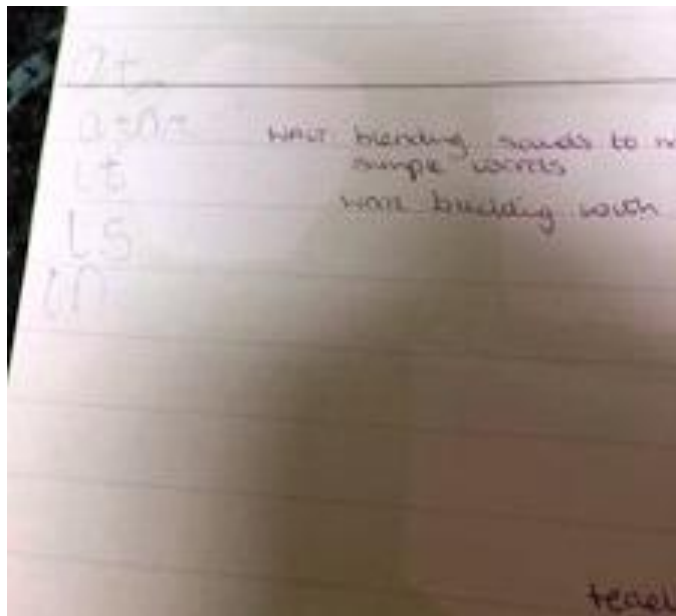


# Common Exception Words

- ▶ In addition to using their phonic knowledge to write words, children are also required to accurately spell 'some' common irregular words (Common Exception Words). These are words that do not follow a phonetically regular pattern eg 'the' 'we' 'some' etc so can't be segmented in the same way regular words eg 'cat' can be. The spellings of these words therefore need to be learnt.
- ▶ Later in the year we will send a few words home each week to practise spelling.

# Progress in Writing during F2

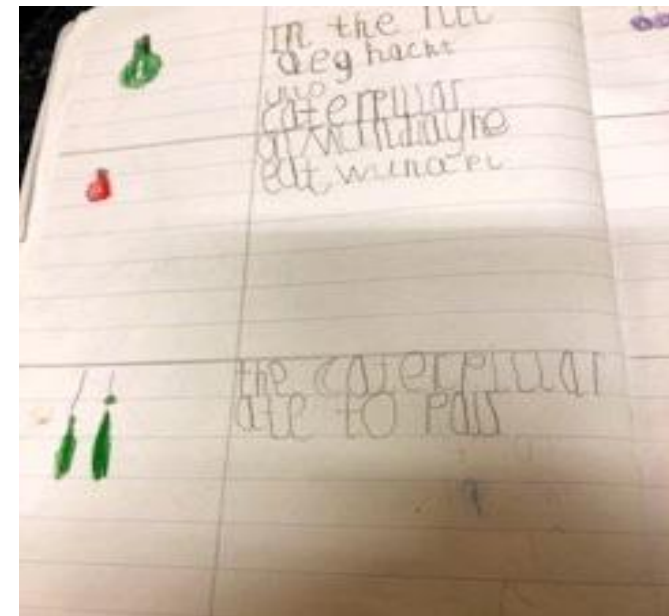
November



January

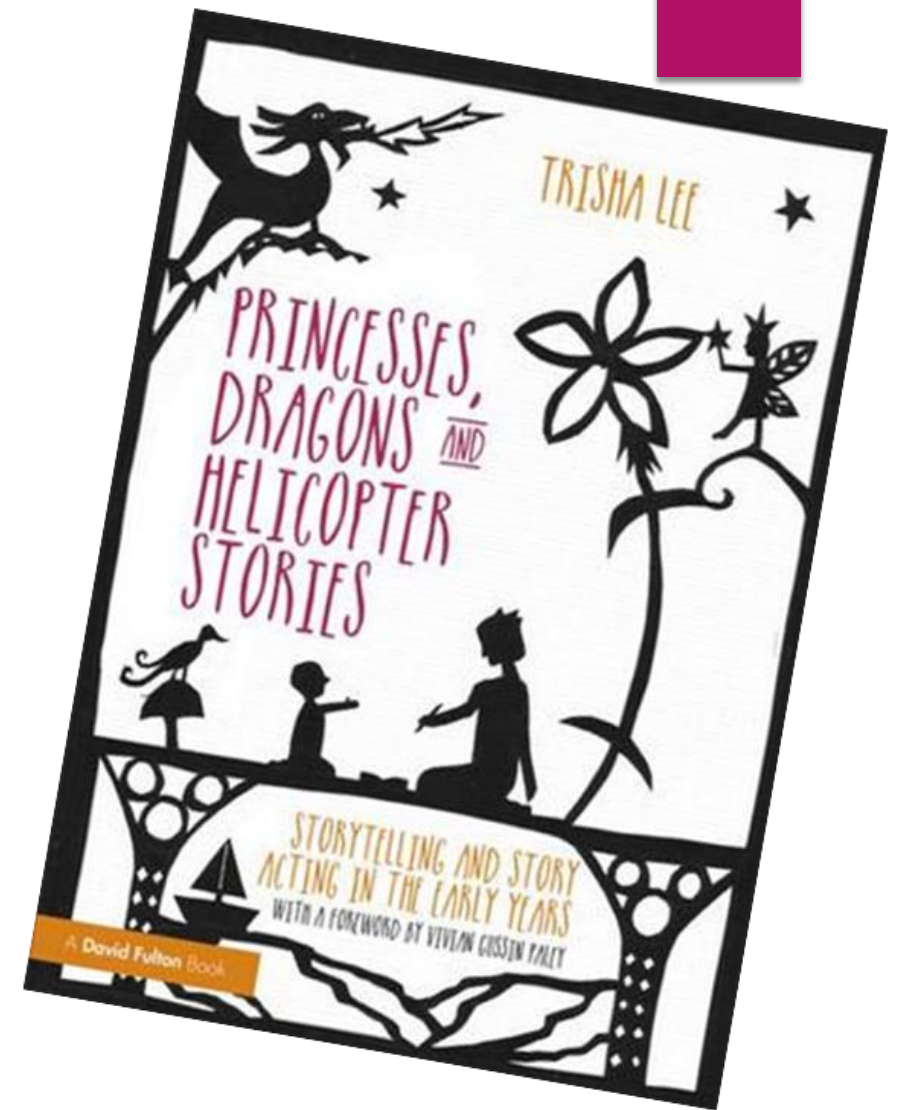


June



# Talk for Writing

- ▶ Before a child can write a sentence, they need to be able to 'speak' a sentence. Developing communication and language skills is therefore significant to developing writing; this is commonly referred to as 'talk for writing'.
- ▶ Children are regularly encouraged to speak in full sentences and to broaden their vocabulary through the range of experiences we provide in school and those they receive at home.
- ▶ Please encourage your children to talk in full sentences at home as much as possible. Ask lots of questions and encourage your child to expand on their answers.
- ▶ 'Helicopter Stories' is another strategy we have adopted to develop creative thinking and story telling, which supports writing development.



# Helicopter Stories

Children are asked to speak a simple story, without prompting or structure from an adult. The adult scribes the child's story in the child's words. As a class we mark out a stage then act out the story.

We repeat the process regularly and the stories become more creative and detailed the more experienced the child becomes.

As they become more confident the children write their stories alongside the adult.

One day there was a big nice dragon and there was a big angry dinosaur and a big angry shark. 4 fairies ran away from the big dinosaur and shark. The dragon jumped over the mountains then flew over the mountain. The dragon ate 1 dinosaur and 1 shark. The 4 fairies went on the dragon and went for a nice ride and they were safe at last.

The End

Author: Mahd.



# Ideas for Writing at Home

Write for a purpose – let your child help you with card writing, invitations, notes, shopping lists

Have a range of writing materials available for their play – envelopes, tickets, posters, menus, recipes

Write stories together about their toys or pictures they have drawn

Let your child see you writing and talk about the process

Make maps – treasure maps, maps of journeys, maps of your day, story maps

Keep a diary with your child

# Handwriting

- ▶ We have already begun handwriting sessions in F2. We began with pattern making to work on correct grip and develop pencil control, but we have now moved on practicing forming letters.



# Letter Families

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



# Developing Motor Skills at Home

## Gross Motor and Large Movements

- ▶ Bikes and scooters
- ▶ Mops and brooms
- ▶ Large scale mark making/vertical surfaces
- ▶ Swinging and Hanging (climbing frames/trees)
- ▶ Ribbon twirling
- ▶ Light sabre writing (pool noodles)
- ▶ Large construction
- ▶ Digging

## Fine Motor and Hand Strength

- ▶ use small droppers to drop water on to a target
- ▶ use a spray bottle to fire water on to a target
- ▶ screw up small pieces of paper
- ▶ open and close zip lock bags using index finger and thumb
- ▶ squeeze sponges to move water from one container to another
- ▶ pop bubble wrap
- ▶ push pipe cleaners through the holes of a colander
- ▶ prod, poke, squeeze and roll play dough or push it through a garlic press
- ▶ pick up small objects and put them in compartments or a cupcake tray
- ▶ twist and open containers with lids.

