Reading and Emergent Writing

Reading and writing go hand in hand



Reading – how do we do it?

- Learning to read involves a variety of skills and children develop these skills at different rates and at different times.



Skills involved

1)*Pre Reading, reading skills*

a) How to handle books

b) Front to back page by page

c) Top to bottom

d) Left to right orientation

- These skills will be developed by sharing books with children

- Reading books to children

- Encouraging children to listen to story tapes with the accompanying book

Skills involved

2) Word Skills

a) Understanding the correlation between the spoken and written word i.e. the books contain words they have heard before

b) Understanding that the pictures give clues to the story and therefore to the words.

c) Understanding that groups of letters make words and that the same groups of letters when in the same order always make the same word.

e.g. *t h e* makes the word the



- These skills will be developed by children:

- learning their phonics (sounds)

learning the sounds that each letter makes (e.g. a, e, i, t) and the special sounds that certain pairs of letters make (e.g. *ch, sh, th)*

- learning to read key words by sight

e.g. the,said,and,was



The methods we employ in school to teach reading involve teaching all these skills

- The earliest books from the reading scheme Oxford Reading Tree which the children bring home are without words so that you share them with your child and get them to tell you the story from the pictures.

These books, along with the class library books for sharing, will develop some of the early book-handling skills and the early comprehension skills

- To teach phonics in school we use the Jolly Phonics Scheme
- This scheme associates each letter's sound with a simple action
- Individual letters (e.g. a, e, i, t) and combined letters (e.g. *ch, sh, th)*.
- Progression in Phonics

• Sounds will be taught (1 per day) during teacher focussed activities in class and children will learn to say the sound and do the action associated with it to help them remember it. They will also learn to write the letters that make the sounds.



- In addition they will bring home a sheet which depicts the action and sound so that you can practice with them at home.



- Children progress from the picture books in the Oxford Reading Tree scheme to simple books with words
  - Their developing phonic skills will help them in reading these
- They will also bring home key words (on white cards) to help develop a sight vocabulary. These are high frequency words such as … which cannot really be learned phonetically.

- Children will often ‘read’ from memory at the early stages of learning
- There is nothing wrong with this in itself, as long as it is recognised
- But it helps to try to get children to point to the word they are saying as they read, so that they begin to associate the look of the word with the sound of the word, so that they see, say and hear the same thing. This should then help them when trying to recall words for writing.

- In school we try to surround them with literacy
  - Having books for sharing
  - Having words round the classroom
  - Reading stories to them
  - Celebrating/enjoying books
  - Making books
  - Celebrating the skill of reading – praising
  - Using flash cards
  - Having a can-do attitude to reading
- But despite this we need your help…

- The only place your child can be heard read individually every day is in your home
- You may have 1, 2, 3, or 4 children, but there are 30 children in a class
- We will aim to have an adult, in school, hear each child read individually as often as possible
- When your child is heard read, the reading record book is signed by the adult
- We ask you to sign and comment on their reading every time too.

So what can you do to help your child?

- Enjoy reading with and to your child
- Share/celebrate books as often as possible.
- Visit the library.
- Buy books/magazines.
- Let your child see ***you*** reading.



- Read in the environment:
  - Labels on food packets
  - Signs
  - Greetings cards
  - Television



When you hear your child read, also include time to talk about the story: the characters, the plot and whether they can predict what will happen next

Discuss what they enjoyed about the book and why.

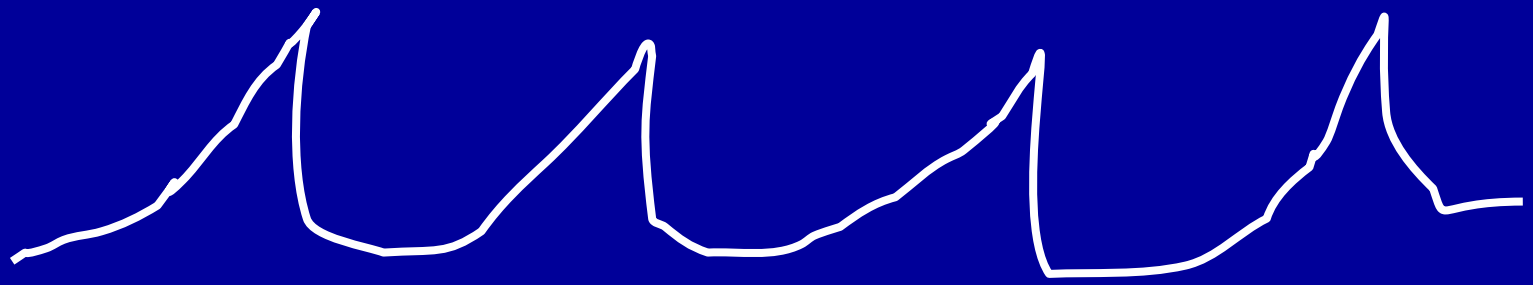
- Make reading with your child a fun special time not stressful
- Don’t worry about it!
- Learning to read is not a race. Don’t make comparisons
- Each child will have success in developing the skill of reading but at different rates

- Reading everyday is important but don’t get yourself or your child to frustration point about reading.
- We want life long learners who love reading not geniuses at 5 who hate reading at the age of 9 and refuse there after to pick up a book.



Emergent Writing

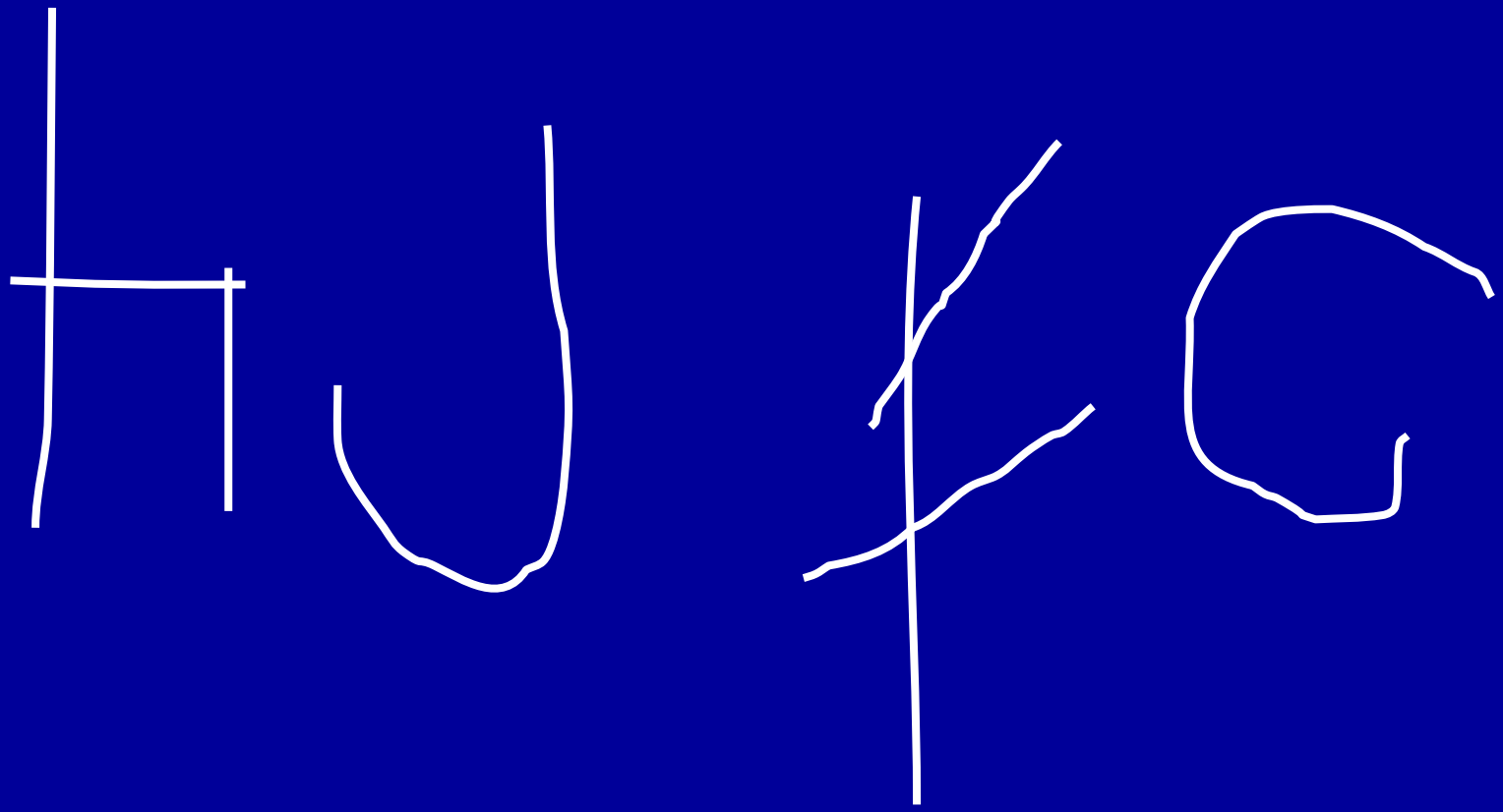
- The school encourages children to become independent writers
- All approximations are acceptable
- Correct letter formation and words are modelled by teacher



Before children know their sounds they will produce written work.

Emergent Reading

- Encourage children to read their writing back to you, this helps them to understand it is different to drawing and has meaning.



This when they are beginning to use their knowledge of sounds.

Learning to Write

- Requires muscle control
- Activities in Reception are geared to building children's muscle control.
- These activities can be carried on at home.

At Home

- Please allow your child to write independently
- Give them plenty of opportunities to write
- Encourage and praise any attempt to write
- Through the exploration of written language children learn to write - and read

School and Home

- Create an environment where writing is encouraged and valued
- They need to develop a range of skills and tools
- Although letter formation and spelling are important it is important to allow your child to become CONFIDENT and ENJOY writing

Skills and Tools

- An awareness of single sounds

e.g. I spy, ABC

- Sound / Symbol correspondence

e.g. “s” sound belongs to S

- When competent with single sounds then progress to blends (2 or more letters to make a sound e.g. ‘sh’)

shop = ‘sh’+o+p

Confidence and independence =

Happy Writers

Benefits

- Very individual approach
- Allows children to work at own pace
- Allows to be moved on at correct time
- Develops confidence and enjoyment

Thank you for listening.

Please feel free to ask any questions.