

# Literacy in the Early Years



Mark  
Making

Writing  
for a  
purpose



# Aims for this session...

- To gain a better idea of how we teach phonics in school, how your children learn and what we do to support their learning.
- To become aware of resources and ideas that you can use at home to further support your child/children with reading and phonics.

# Mark making

- **Messy marks:** Shaving foam, gloop (corn flour and water)
  - **Painting:** with fingers, feet, cotton buds, water etc
- **Colouring:** using a variety of tools (crayons, pens, glitter glue)
  - **Tactile:** Couscous/lentils/pasta, play dough, sand.

# Physical Development

- Junk modelling (tearing/cutting/joining materials)
  - Threading
  - Play dough
    - Pegs
  - Playing with cars and trains
- Sorting small objects (tweezers and beads)
  - Puzzles
- Gross motor: bats and balls, ribbons, climbing frame

All of these activities help to build up children's fine motor skills and strengthen the muscles in their hands, arms and shoulders, to prepare them for their first writing experiences.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
1	2	3	4	5	6	7	8
<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>
9	10	11	12	13	14	15	16
<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>
17	18	19	20	21	22	23	24
<b>y</b>	<b>z</b>						
25	26						

Can you decode this word?

3 1 20

# Teaching Phonics in School

- Taught daily, 20 minute whole class sessions.
- Follow-on independent activities available in the classroom/outdoor environment.
- Follow-on adult-led sessions to secure knowledge.
- At the moment we are focusing on the initial sounds in words.
- There is a specific order that we follow.
- We have sent home a set of cards for each child to practise in the order that we teach them.

s a t p i n m d g o c k c k

e u r h b f f f l l s s

j v w x y z z z q u

a i e e o o (long)/o o (short)

s h t h (soft/hard) c h n g

o a a r o r i g h

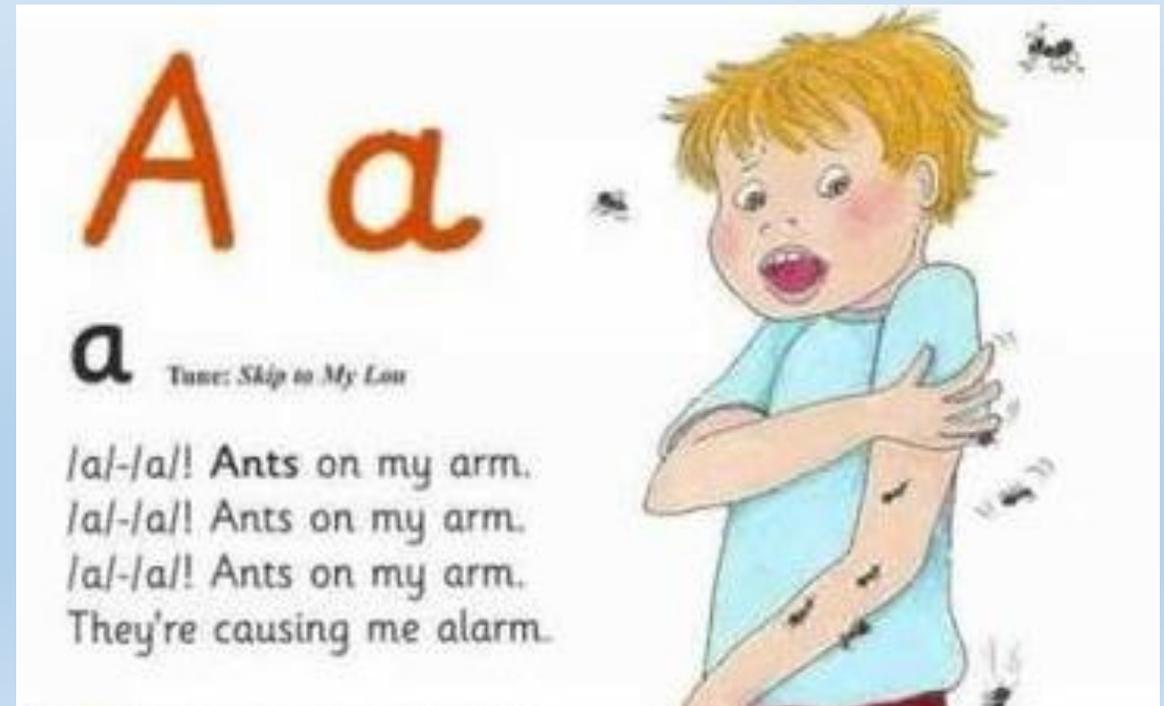
u r / e r o w o i e a r a i r

# A typical phonics lesson...

- We recap sounds using flashcards and actions.



- We tell a story, show some objects, or play a song related to the new sound and ask the children to guess the sound for that day.



- We show the **grapheme** (what the letter looks like).
- We model and discuss how to form the capital letter and the lower case letter.

S s

A a

- At the moment, we're focusing on forming the lower case letter, but are exposing the children to what the capital letters look like.
- We practise forming the letter: on the screen, in the air, on 'magic notepads', or on the carpet.

- We show some simple words with learnt sounds and **blend** the sounds to read the words.



In phase 3 phonics we introduce digraph and tri-graph sounds...

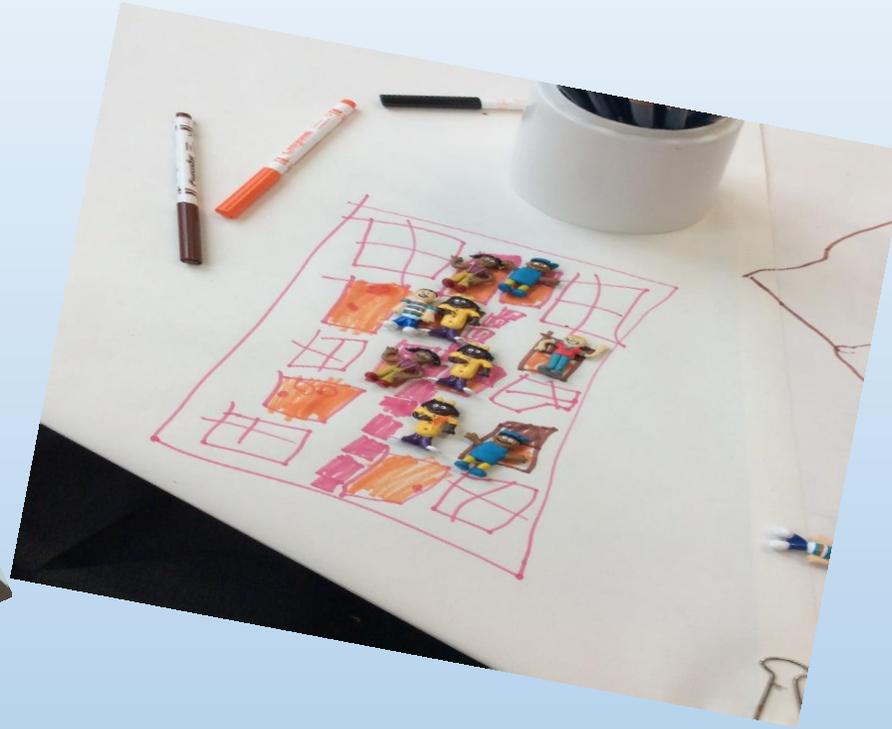
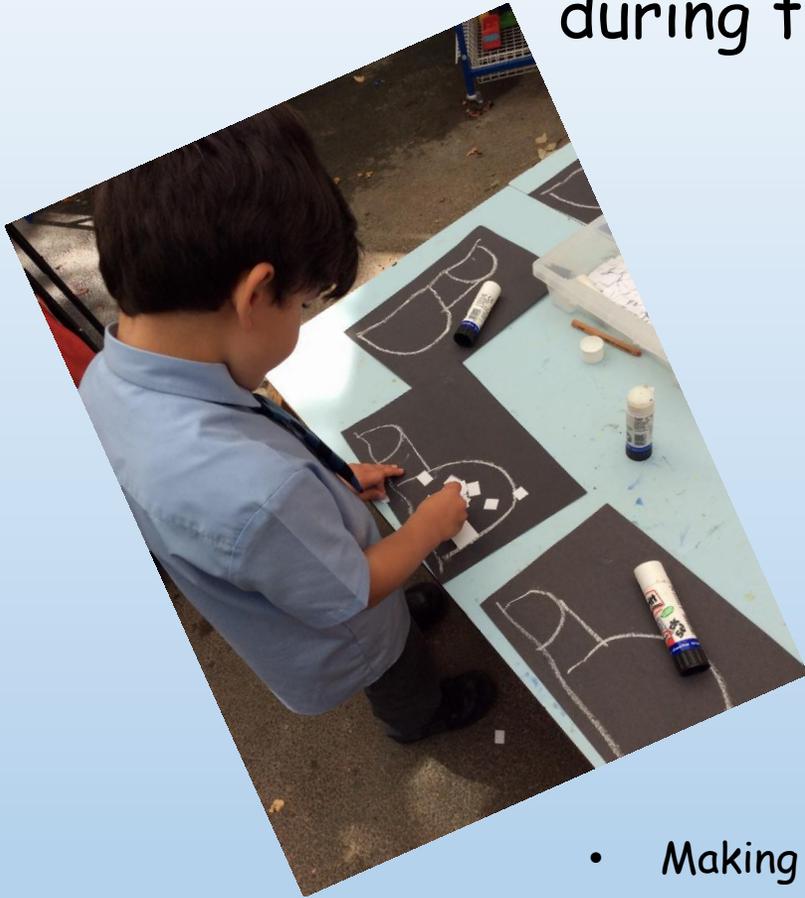
Chip

digraph

light

tri-graph

- We model writing by labelling objects displayed (children also have a go)
- We set up activities for children to choose, relating to the new sound, during their free play time. This could be:

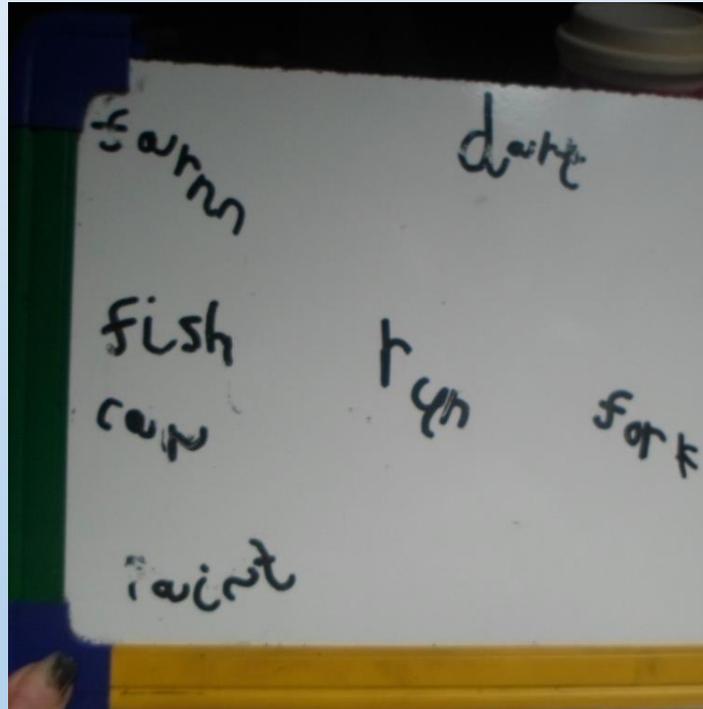


- Making a booklet of pictures/labels for the new letter
- Tracing the letters in sand/on chalk boards/cotton bud painting
  - Making an object e.g. an igloo for 'i'
  - Building a tower for 't'
- Squishing and squelching with slimy spaghetti

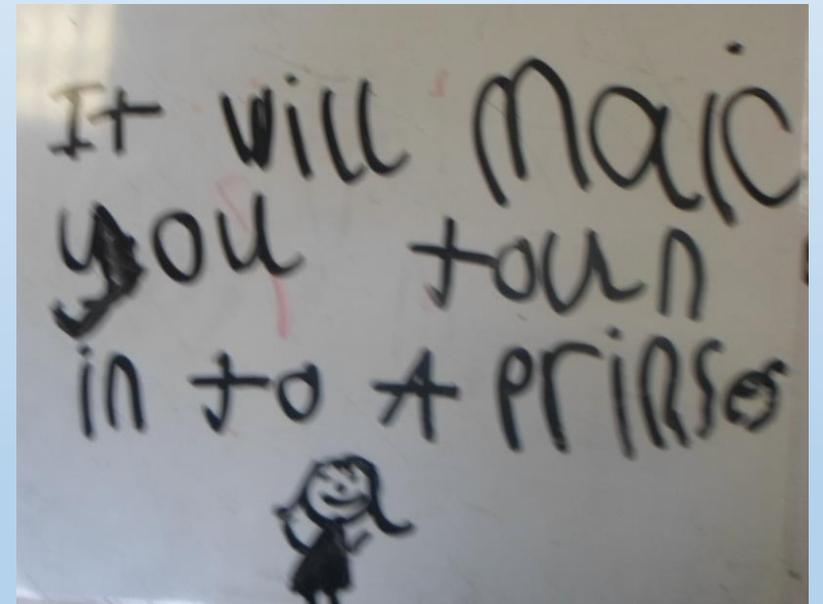
We use mini whiteboards for the children to start forming words (**segmenting** sounds) and will display words for children to **blend**.



Starting here...



Leads to...



And finally...

## Examples of songs (Jolly Phonics):

<https://www.youtube.com/watch?v=jKauCk2Lk>

## Correct articulation of phonemes video:

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s&safe=active](https://www.youtube.com/watch?v=BqhXUW_v-1s&safe=active)



# Decodable and 'Tricky' words

**Decodable words** are those which can be sounded out and blended together.

e.g. **off, not, mum, but, him, back, look, down**

**Tricky words** are those which cannot be completely sounded out and need to be learnt.

e.g. **the, said, there, he, she, we, you, all**

# At home...

- Encourage the children to teach you the sounds and the actions.
- Discuss objects in the home or when you're out and about that start with these sounds.
- When reading with your child, encourage them to sound out the words by blending
- If they are struggling, you sound out the word for them and see if they can hear the blend.
- Always model the correct pronunciation of the sounds.

# Reading with your child

- Your child has 2 reading books at a time.
- Please record ALL reading done at home in your child's reading record, telling us how they got on.
- One book is a phonics book. This will contain plenty of decodable and repetitive words for your child to blend the sounds and read to you.
- The other book is a comprehension book. You may need to read this book to your child before asking them some questions about the text.