



Developing Readers and Writers in Reception Year

A Guide for Parents and Carers



Northowram Primary School

Developing Reading and Writing at Northowram Primary School

Our School believes that *being a fluent critical reader is one of the most important academic and life skills your child will learn. We believe that children can learn to express themselves and their ideas in writing from an early age. We aim to provide a whole range of experiences to help your child develop and practise these skills. We believe that the partnership between school and home is vital in creating confident, enthusiastic readers and writers*

We aim to develop literate pupils who....

- ❖ Read with confidence, fluency and understanding, using a range of independent strategies to self monitor and correct
- ❖ Understand the sound and spelling system and use this to read and write accurately
- ❖ Have an interest in a wide range of texts and read for enjoyment and information
- ❖ Have an interest in words and their meaning
- ❖ Understand a range of text types and genres
- ❖ Evaluate and justify their reading preferences
- ❖ Develop powers of imagination, inventiveness and critical awareness

“There is more treasure in books than in all the pirate’s loot on Treasure Island” – Walt Disney

Communication, Language and Literacy

At Northowram Primary School, we provide a broad and rich Literacy curriculum which encourages children to read and write for purpose and pleasure. We teach reading and writing through a combination of approaches:

Guided Reading

Establish routines with small groups first term (book handling, page- turning, left to right orientation, drawing attention to some familiar sounds))

Story-time

Children enjoy 'story-time' each day which provides opportunities to hear a wide range of stories, songs and rhymes

Continuous and enhanced provision

provide daily opportunities to engage independently in speaking, listening, reading and writing activities

Library

There will be fortnightly visits to the local library where groups of children will select fiction and non-fiction books to link with current topics.

Home School Reading

In the first half term, children will take home a library book to share with parents at home. When children have developed some phonic skills (usually after first half term and certainly by christmas for most), all children will take home at least two books per week - one at their reading level which they may have read during guided reading, and another self-chosen 'library' book.

Reading and Writing in Reception classes

A daily whole class 15-20 min phonics session using RML resources,

will begin Week 4 Autumn term. Expectation that most children will be reading simple phonetically regular texts and writing CVC /ccvc/cvcc words, by Christmas. NB this programme also introduces high frequency irregular words

Shared Reading/Shared Writing

Daily whole-class sessions will take place with an emphasis on either shared reading or shared writing. Linking to the current theme - reading and writing skills will be modelled by the teacher. These 10-15 minute sessions will be introduced in the first half term and from the second half term, will link to the literacy unit.

Individual reading

The teacher will work 1:1 with each child at least once per week. Additional sessions will be added for targeted children

Phonics first and fast!

At Northowram Primary School, we have a structured programme to teach children to read and write the sounds and letters in the English language. Every day in Foundation Stage and KS1, children have a fast paced daily opportunity to build up their phonic knowledge.

Phonics teaching and learning is interactive, fast and fun!

This is a broad outline of what is covered in each year, although children will move through this continuum at different rates

Nursery: Children enjoy rhyming and rhythmic activities often through music and dance. They learn to distinguish different sounds and to control their voices to make and say different sounds. Children start to recognise letters in their name and enjoy a range of practical activities to develop letter recognition.

Reception: Sounds are introduced to children in groups;

Phase 2 sounds:

s, a, t, p

i, n, m, d

g, o, c, k,

ck, e, u, r

h, b, f, ff, l, ll, ss

Phase 3 sounds:

j, v, w, x

y, z, zz, qu

ch, sh, th, ng

ai, ee, igh, oa, oo

ar, or, ur, ow, oi

ear, air, ure, er

Children are taught to blend these sounds to read words, and to segment the sounds in words in order to write. Children are also taught how to form each letter correctly. In this way, children are taught one way of representing all of the sounds in the English language. They can then read phonetically regular texts and are free to express ideas in writing freely.

Year 1: Children learn that English is a complicated system and that there are different ways to spell our long vowels. For e.g. the /ai/ sound can be spelled **ay** as in hay, **a-e** as Jane, **ai** as in rain or even **eig** as in reign! Children enjoy investigating and looking for patterns.

Year 2: Children revise and consolidate all the work they have done so far, especially those tricky long vowel sounds! They start to learn common spelling patterns such as the prefix **un** and what happens when we add **ing**.

In Years 3-6, children take an investigative approach to finding and categorising spelling patterns.

Handwriting

In school, children are taught to form letters using a cursive style with both entry and exit strokes. We have found this leads to children successfully developing a fluent joined style by the end of year 2. Children write on a line from the earliest stages, and the letters are formed as below:

High Frequency Words

The English language is a tricky one, and many common words are difficult to spell as they do not follow any pattern.

For example: the saw he she because they

Children need to learn these words quickly in order to read and write them. We find the best way to learn these is with regular practise. Children learn to read and write these through a variety of activities which help them remember and recognise them on sight.

Reading with your child

As parents and carers, you are your children's most important reading role -model. Children find out the first and most important things about reading with you at home. Research shows that your interest and involvement in your child's reading is more important than anything else in helping your child fulfill their potential. Children who enjoy reading do much better at school and are more likely to have good general literacy skills. Each week, children will bring home a book at an instructional level plus a library book which they have chosen themselves.

- ❖ Talk through the book before you start to read - this provides opportunities to introduce new ideas and vocabulary.
- ❖ Look carefully at the pictures - they will help with reading unknown words.
- ❖ Give your child time to work out words. If they are unsure, encourage them to:
 - read on
 - start the sentence again
 - look at the pictures
 - use initial letters or phonic knowledge
 - think of what would make sense

Remember PAUSE, PROMPT, PRAISE

- ❖ Talk about the book once you have finished reading - point out favourite parts, funny bits etc.

- ❖ Let children re-read books they enjoy and are good at reading - it gives them the confidence and opportunities to read with fluency and expression.
- ❖ Don't force children to read books that are too hard for them - more than one mistake in every 10 words means the book is too difficult.
- ❖ Don't just read books - remember comics, posters, labels, letters, packets, newspapers etc - **MAKE IT FUN!**

How You Can Help

Beginner Readers

Children at this stage often learn stories off by heart so that they seem to "read" a book. This shows they understand the connection between the words and print and the story.

- ❖ Get your child to spot letters they recognise (such as the first letter of their name) in words and print in the environment.
- ❖ Encourage your child to read the words on food packets when you are unpacking shopping or cooking.
- ❖ Sing nursery rhymes and songs together.
- ❖ Label familiar objects around the house with post-it notes and signs.

Early Readers

Children will often want to read the same book over and over again! This shows that they are enjoying the book and getting real pleasure from reading.

- ❖ If you haven't done so already, join the library now! Children gain so much from regular library visits - it really does help them to develop the reading habit.
- ❖ Let your child see you reading often (newspapers, instruction manuals, recipe books, TV listings) and explain what you are doing so they see the value of reading for a purpose.

Confident Readers

Children are becoming confident readers. They begin to explain the books they like (and don't like!) to read. Even though they may be able to read independently, they still enjoy being read to and reading with you.

- ❖ Get your children to make up plays. When a friend comes round they could put on a show for you.
- ❖ Let your child choose books that they want to read. Librarians can help you find books about hobbies, interests, sports or TV programmes.
- ❖ If your child can read but is reluctant to read at home, try to find things that interest them - magazines, comics and non-fiction books might be more interesting than stories.

Help - useful contacts and web sites

If you wish to discuss matters relating to your child, please contact the school office or talk to your child's class teacher. You can then make an appointment with the class teacher or Mrs Scardifield or Mr Lomas.

Below is a list of organisations and websites where you can get more information about reading with your child.

Achuka is an independent children's book site that has something for everyone. www.achuka.co.uk

Booktrust promotes children's reading and produces a wide range of information for young readers including booklists. www.booklists.co.uk Tel 020 8516 2977

British Dyslexia Association is the national organisation for specific learning difficulties. www.bda-dyslexia.org.uk

The National Literacy Trust (NLT) is a charity dedicated to building a literate nation. There is a section for parents on the website which includes research, statistics, events, resources and links. www.literacytrust.org.uk Tel: 020 7828 2435

The National Reading Campaign promotes reading across all age groups and has ideas for reluctant readers www.readon.org.uk

The Parent Centre is the DCSF website for all parents and carers who want to help their children to learn. It offers support information and advice. www.parentcentre.gov.uk