Peak School Parents as Partners

Aims for the session

- Brief overview of reading and writing development at Peak school
- Demonstrate some strategies for reading and writing with your child
- Answer questions about the reading and writing process
Who is involved?

- Child
- People at home
- Teachers at school
Reading at Peak School

- Reading skills taught through, shared texts (guided reading) individual, paired, group, class reading and explicit teaching of phonics
- Reading opportunities given all the time
- Home readers given (95% accuracy in decoding and comprehension)
- Reading skills reinforced across the curriculum
- Ongoing thorough Assessment
Starting to Read

CONCEPTS OF PRINT -
Workings of a book,
Directionality (left/right, top/bottom),
1-1 correspondence,
Difference between print and drawing
Difference between letters and words,
- **PHONOLOGICAL AWARENESS** - Rhymes, syllables, Phonemic awareness (the ability to hear and recognise sounds (phonemes) in a spoken word) making connections between written symbol and the sound.

- **SYNTHEtic PHONICS** - method that teaches children how spoken words are composed of sounds called PHONEMES and how letters and words correspond to this

- **VOCABULARY KNOWLEDGE**

- **FLUENCY**

- **COMPREHENSION**
Teaching the sounds of the English language and how these sounds (phonemes) can be written as letters

There are a total of 44 phonemes (sounds) in the English language
Phonics are taught discretely, systematically and explicitly

- Children are learning 44 phonemes and how each can be represented. This enables children, when they come across: 'place', 'kiss’ and ‘sell’, to understand that phonemes /s/ can be represented many ways: ce, ss and s.

- Correct pronunciation of sounds is crucial e.g. ‘p’ (unvoiced sound) NOT ‘p-u’ (voiced sound)
Fast- efficient- effective

A group of letters are introduced at a time

satpinmd

How many words can you make with these letters?
1. At first we will concentrate on simple sound to letter correspondence. This is when a phoneme is represented by a single letter.

   m/a/t.

2. Then we concentrate on the more difficult code such as one phoneme represented by 2 sounds.

   ch qu ng ck
Next we move onto the more advanced code where one phoneme can be represented by many letters.

$\begin{align*}
\text{a} & \rightarrow \text{paper} \\
\text{ay} & \rightarrow \text{play} \\
\text{ey} & \rightarrow \text{hey} \\
\text{a-e} & \rightarrow \text{spade} \\
\text{eigh} & \rightarrow \text{eight} \\
\text{ei} & \rightarrow \text{vein} \\
\text{ai} & \rightarrow \text{as in plain}
\end{align*}$
2 letters represent 1 sound

- Ability to understand that sometimes 2 or more letters represent a sound
Sight Words

Some words can be difficult to decode and have to be learnt a little differently.

Was the I

Are like said
Role Play activity

- ‘A reading session at home!’
- Make a note of any positive/negatives!!
- Feedback
How you can help at home?

When sharing a book....

- Talk about front cover/title - what might the book be about?
- Look at the illustration - use vocabulary from the page when looking at each picture
- Child to hold book
- Use picture cues to help work out the text
- Encourage the child to look at the initial sound of a word and then work through it together
- Ask your child to re-tell the story - how much detail do they remember?
- Show your child that you really enjoy reading with them
- Predict ‘what’s going to happen next
- Talk about the characters
If a word is too difficult…

- Read on through the sentence - can you guess what word is missing?
- Write it down - can you find it on another page?
- What sound does it begin/end with? Can you think of a word that would fit?
- Read it for your child and come back to it when you’ve read through the book again - can you remember this tricky word? Do you remember what it says?
Frequently asked questions about reading

- My child doesn’t like reading what shall I do?
- My child is a fluent reader - do I still need to hear them read?
- My child always wants to look at the pictures when s/he is reading a book!
- My child likes to choose books s/he can’t even read!
- My child brings home books s/he has read before.
The writing process

- scribble, letter strings, random letters together, beginning letters (consonants) - as knowledge of letter sounds develops.
Try to read this :-

Chldrn fnd wrtng grt chllng. Thy nd lts f ncrgmnt nd prs s thy mv thrgh thr schl yrs. Whn thy shw y thr wrk, py crfl ttntn t wht thy r wrtng, bcs tht s th mst mprrnt thng. Wrtng s lk jgsw. T s md p f lts f lttl bts, bt t s th bg pctr tht cnts.
Try t fcs n ll th gd thngs chldrn d, rthr thn n thr mstks.
Smtms chldrn wll sm t g bckwrds. Ths slly mns tht thy r cmng t grps wth smthng nw, nd cnt dl wth evrythng ls s wll. B ptnt nd thy wll sn gt t ll tgthr gn. Th ky s t mk sr thy rmn cnfdnt nd njy wrtg - th rst wll flw s thy grdlly mtr!
How can you help your child in the writing process

- Spend quality time each day talking with your child.
- Read to your child - not just stories but a wide range of fiction and non-fiction texts - and discuss the ways that authors use words to shape their ideas.
- Be a writing model and encourage your child to write alongside you.
- Create real opportunities for your child to write, such as letters, posters or invitations.
Stages of writing

- Role Play writing (examples)
- Experimental writing (examples)
- Early Writing (examples)
Role Play Writing

Aaron: "I made a Superman birthday card for Rhianon.

- assigns a message to own symbols
- is aware that print carries a message
- understands that writing and drawing are different
- uses known letters or approximations of letters to represent written language
- shows beginning awareness of directionality i.e. points to where prints begins"
Experimental Writing

Tooth fairy can you give me 2 dollars because I only got 50 cents and I pulled it out but I couldn't eat or drink it so I pulled it out in the middle of me cleaning my teeth.

Love from Sharon. Do you like me? Write here ----- but if you don't like me you can't take it.

Xoxoxo

- reads back own writing
- attempts familiar forms of writing e.g. lists, recounts, stories, messages
- uses writing to convey meaning
- writes using simplified oral language structures e.g. '1 btr holes'
- realises that print contains a constant message
- uses left to right and top to bottom orientation of print
- demonstrates one-to-one correspondence between written and spoken word
- relies heavily on the most obvious sounds of a word
And they had a fight
the man then got him in
the tummy and the
line was so mad that the
mountains shook. He
was still alive, the migh
couldn't believe his eyes
so he stabbed him in
his tummy again. The migh
couldn't believe his eyes
again

- uses a small range of familiar text forms
- chooses topics that are personally significant
- uses basic sentence structures and varies sentence beginnings
- can explain in context, some of the purposes of using writing e.g. shopping list
  or telephone messages as a memory aid
- experiments with words drawn from language experience activities, literature,
  media and oral language with peers and others
- begins to develop editing skills
Dear Santa,

What do you get when you string a light on a Christmas tree?

What do you get when you string a light on a Christmas tree?

Ipswich Hailey

I make it

I actually

I will try.

I like it.

Mr. M's
- Have an exciting selection of writing materials readily available.
- Talk to your child about his writing and read it through together.
- Praise your child for trying.
- Don't dwell on mistakes, focus on the content.
- If your child brings a spelling list home to learn, try to make the practice fun by playing games that encourage careful listening to the sounds in words and looking for letter patterns. Your child may enjoy singing or reciting spellings, or writing them out and colouring letter patterns.
- Most importantly remember that writing can be difficult, so be available, supply help if asked and marvel at how well your child is doing.