



KS1 Literacy Evening

Literacy is the Master Key

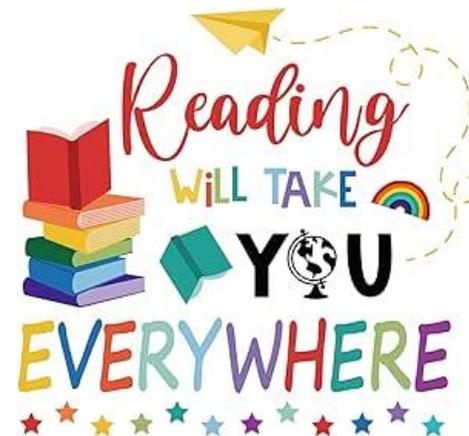
The importance of literacy

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

From their earliest years, literacy skills help children to develop and communicate.

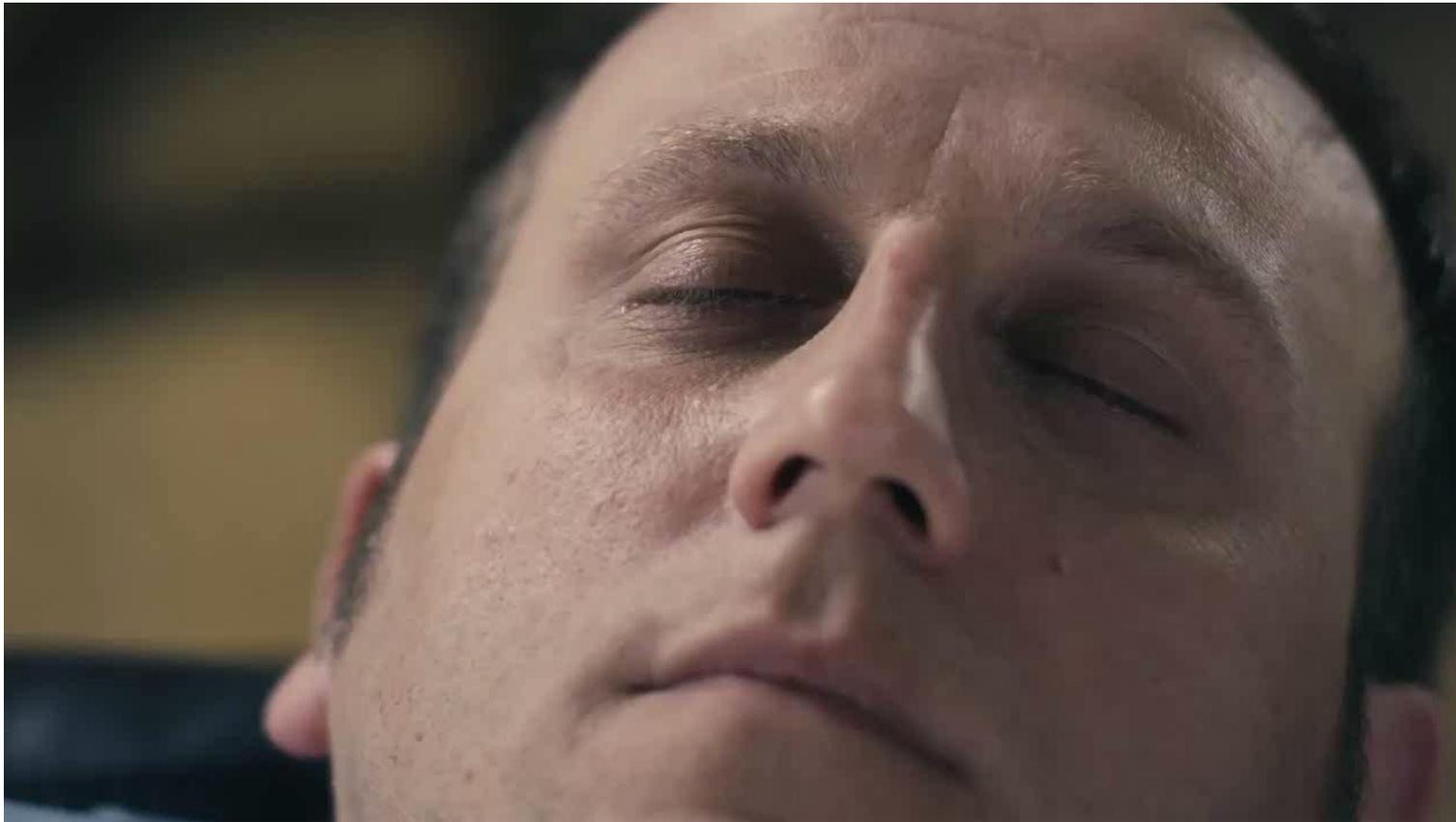
At school, reading, writing, speaking and listening are vital for success. If children find these things hard, then they struggle to learn, which could affect confidence and self-esteem.

The National Literacy Trust





Reading



Reading

PHONICS

All words are made up of **sounds**.

These sounds are **blended** together to form words
e.g. in 'mat' we have the sounds 'm', 'a', 't'.

Read Write Inc. (RWI)

It is the UK's leading synthetic phonics programme taught in
5000 schools across the country.



Read Write Inc.

- ▶ Daily RWI lessons.
- ▶ Practise 74 main sounds - individual and **SPECIAL FRIENDS**.

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

oo	oo	ar	or	air	ir	ou	oy
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- ▶ Read books every day-matched to level of phonics and reading fluency.
- ▶ Practise reading story words, speedy words and red words (tricky words).
- ▶ Practise segmenting **FRED TALK**
- ▶ Phonic reading books sent home every 3 days.

Reading in Year 1



- ▶ The Reading Journey continues in Year 1.
- ▶ We build on the early reading skills established in EYFS and continue to promote a love of reading.
- ▶ Children will continue to have daily Read Write Inc lessons.
- ▶ Reading takes place daily in these lessons.
- ▶ There are many other daily opportunities to practice their reading in context.
- ▶ **We ask that you continue to read daily at home. It is vital!**

Reading in Year 2

- ▶ We continue as in Year 1.
- ▶ The majority of children will continue with Read Write Inc.
- ▶ We introduce Master Reader -teaches comprehension skills.
- ▶ Children read books from a choice of Accelerated Reader books.

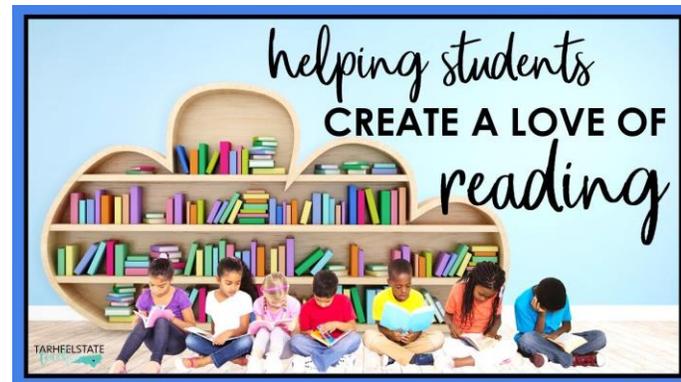
<p>PREDICT WHAT MIGHT HAPPEN</p> <p>I know ... I wonder if ... I imagine ... I predict ... I think ...</p> <p>MASTER READERS</p>	<p>ASK QUESTIONS TO IMPROVE UNDERSTANDING</p> <p>What clues does the author or illustrator give? How does the character feel when ...? Ask questions about the chapter? Why did the character ...? When ...? Where ...? Who ...? What if ...? Where ...?</p> <p>MASTER READERS</p>
<p>EXPLAIN THE MEANING OF WORDS IN CONTEXT</p> <p>Are there any words or sentences I don't understand? Are there any prefixes or suffixes which help? What root words can help? Have you read about anything similar? Have you seen anything similar? Is there anything we can learn?</p> <p>MASTER READERS</p>	<p>SUMMARISE MAIN IDEAS</p> <p>Was there a problem? What did this lead to? What's the main idea? Where did the story take place? Keep to the facts ... what did you actually read? First ... then ... next ... last.</p> <p>MASTER READERS</p>



Our Priority

- ▶ Give all children the decoding skills to read.
 - ▶ Help them to become fluent readers.
- ▶ Support them with understanding what is being read.

LOVE OF READING



Love of Reading

- ▶ Develop a positive reading culture; focus on reading as an enjoyable experience.
- ▶ Provide opportunities to choose and read books.
- ▶ Exposed to wealth of literature- fiction, non-fiction, divers, multi-cultural, award winning, current, high-quality texts.
- ▶ Engaging class book corner.
- ▶ Weekly visits to library.
- ▶ Daily story time.
- ▶ Paired and peer reading e.g. Year 1 and Year 5.
- ▶ World Book Week.
- ▶ Author visits.



What can you do?

- ▶ Make reading part of your daily routine.
- ▶ Enjoy books with your child- RWI books and others.
- ▶ Model reading.
- ▶ Talk about the book.
- ▶ Praise the effort.
- ▶ Encourage self belief.
- ▶ Look for text around you.
- ▶ **Read, read and read together**



Encouraging reading - reluctant and struggling readers.

- ▶ Take a step back.
- ▶ Little and often.
- ▶ Mix it up.
- ▶ Keep it fun.
- ▶ Celebrate achievements.
- ▶ Practise phonics sounds - phonic cards.
- ▶ Look at alternative resources e.g. Library books, Comic books, Oxford Owl and E-books.
- ▶ Talk to us.



Writing

All children to become confident with

- ▶ transcription (spelling and handwriting)
 - ▶ composition
- ▶ writing for a range of purposes and audiences.

Writing supported by topics and whole class core texts.



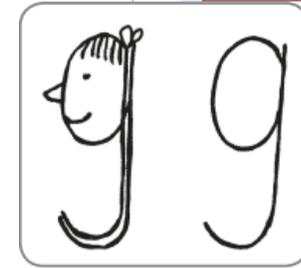
Handwriting

Year 1

- ▶ Continue to practise printed letter formation as EYFS.
- ▶ Practise capital letter formation.
- ▶ Learn to position letters on a line.
- ▶ Additional handwriting lessons.

Year 2

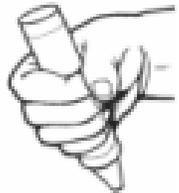
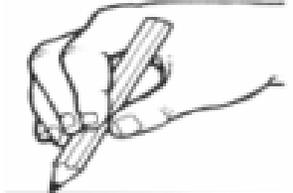
- ▶ Continue as Year 1.
- ▶ Introduce the cursive handwriting style (Summer term).
- ▶ Prepare for joined up handwriting in Year 3.



Checklist: girl

- ✓ start at her hair bobble on top of her head
- ✓ draw a nice round face
- ✓ go back up to her bobble
- ✓ down her very straight hair
- ✓ draw a round curl to finish

Development of Pencil Grip

			
1-1½ years	2-3 years	3½-4 years	4½-6 years
Palmar Supinate Grasp	Digital Pronate Grasp	Static Tripod Grasp	Dynamic Tripod Grasp

(Erhardt, 1994)



Gross Motor Activities

Large movement activities e.g.

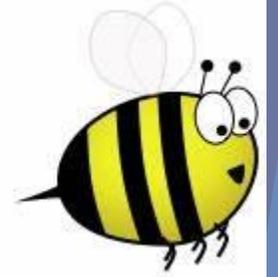
- ▶ Using a trampoline-helps with balance
- ▶ Hopscotch
- ▶ Playground play
- ▶ Tricycles, scooters, and pedal cars
- ▶ Sweeping
- ▶ Working on a vertical surface helps to develop strength in shoulder and wrist muscles
- ▶ Lying on their tummy leaning through their elbows and drawing. This improves shoulder strength and stability.

Fine Motor Activities

- ▶ Placing clothes pegs/bulldog clips around the edge of a container
- ▶ Picking up small objects using tongs and then tweezers
- ▶ Threading beads
- ▶ Fill a medicine dropper (or mini turkey baster) with paint and drop onto paper
- ▶ Posting coins into a box with a slot in the lid
- ▶ Popping bubble wrap
- ▶ Placing pegs in and out of a pegboard
- ▶ Making paper clip chains
- ▶ Playdough modelling or kinetic sand
- ▶ Playing with construction toys such as Lego

Spelling

EdShed



Year 1

- ▶ Encouraged to use phonics - phonetically plausible.
- ▶ Introduced in Spring.
- ▶ Weekly lessons - 10 words each week.
- ▶ Combination of high frequency words and statutory words.
- ▶ Children encouraged to use words in their writing.
- ▶ Practised at home with games via Spelling (EdShed).

Year 2

- ▶ Build on from Year 1.
- ▶ Spelling rules also included e.g. words ending in 'le'.

Composition and Purpose/Audiences

Year 1

- ▶ Learn about basic sentence structure - capital letters, finger spaces and full stops.
- ▶ Begin to extend their sentences using more detail and conjunctions 'and'.
- ▶ Use different sentences - question and exclamation/command
- ▶ Introduced to grammar - nouns, adjectives and verbs.

Begin to write short narratives - personal experiences and whole class core texts.

Introduced to planning and drafting (orally and written) and then editing.

Composition and Purpose/Audiences

Year 2

- ▶ Build on Year 1 learning.
- ▶ Develop writing stamina.
- ▶ A range of writing genres e.g. recounts, poetry.
- ▶ A range of purposes - e.g. to inform, to entertain, to persuade
- ▶ Learn additional grammar - e.g. apostrophes.

Continue to write narratives - personal experiences, real and other events and whole class core texts.

Continue to plan and draft (orally and written) and then edit.

Thank you!



