



# Review -How we will work together

- Mobile 'phones
- Listening to each other
- Individual worries



# Keeping Up With The Children

Speaking and Listening, Reading,  
Writing, Spelling and Handwriting



# How the session will work..

- 9.15 start - overview and importance of speaking and listening
- 9.30 Reading
- 9.45 free 'E books' in ICT suite
- 10.00 Coffee
- 10.15 Writing
- 10.45 Handwriting and spelling
- Questions you asked



## Big Idea One

- The school and the curriculum can be developed to reflect and celebrate the 'stories', hopes and dreams of all the members of our community

## Big Idea Two

- Our children need to understand how to learn for themselves as the world is changing so quickly. They need to be **responsible, reasoning, reflective, resourceful and resilient.**



# Speaking and Listening, Reading, Writing, Spelling and Handwriting

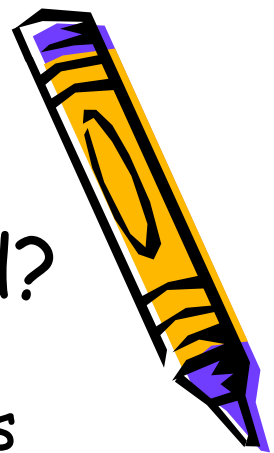


- All these skills link together and up help our learning in other areas (Science, History, Geography, other Languages, RE and Drama) as well as being skills for life
- The first way we learn anything is through imitation - **COPYING**- this is how we learn to talk
- Usually speaking and listening develop first- speaking in a language other than English- see handout
- Reading builds on speaking and listening, usually writing begins to develop alongside reading but they are all linked together



# What is Reading? How is it learned?

- Reading is a combination of recognising squiggles on paper and understanding what the squiggles mean
- We need to remember the shapes of the squiggles and remember that certain squiggles mean the same thing each time we see them
- We have to see the squiggles hundreds of times before we remember what they stand for
- Some people remember more quickly than others



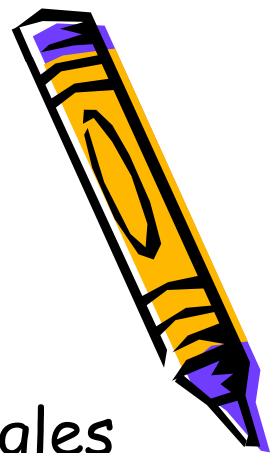
# How do we learn to read?

- By talking about the pictures so we understand what is happening
- Recognising some of the letters and patterns of squiggles -words
- Saying what the squiggles say
- Seeing how stories and books 'work'
- Understanding what the story/ book is about



# What helps?

- Seeing and hearing the same stories and squiggles lots of times
- Enjoying reading times and feeling successful
- Understanding that reading is fun and something we all do
- Talking about stories, about characters, what might happen in the story, what will happen next?





# What could get in the way of learning to read?



- Worrying, feeling a failure and expecting to fail
- Not having enough time/enough help
- Not being able to remember how the story works
- Not being able to remember what the squiggles stand for



# How Do We Teach Reading At School?



- Sharing books and stories
- Showing that stories and books open up the world of adventures, excitement and imagination
- Talking about stories
- Teaching the squiggles that we see most often (high frequency words) and building up the number of words we can recognise
- Teaching the sounds that the squiggles make
- We teach reading as a class activity, in groups and one child to one adult



# What can you do at home?



- We can do a lot - but we can't do it all
- Time - if you only ever spend 5 minutes - spend it reading
- Praise - every attempt
- Leaflet - reading doesn't hve to be sitting still!



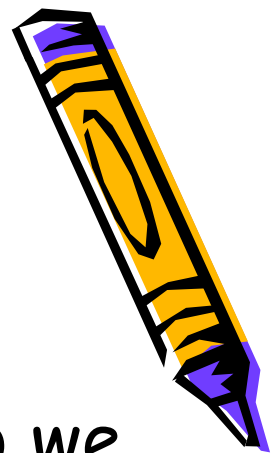
# How is reading tested?

- Recognising the words
- Reading so what we read makes sense
- Understanding what we read
- Reading Tests



# Writing

- Why do we write ? To keep our ideas so we don't forget them- oral to written culture
- The first way we learn anything is through imitation
- Seeing writing in stories and books, lists, letters, postcards
- Seeing other people writing



# What is Writing? How is it learned?



- Making marks and squiggles
- 'Pretending' to write and reading back what we have written
- Beginning to write the letters we know best- letters in our name
- Writing the words we see and read (real life examples!)



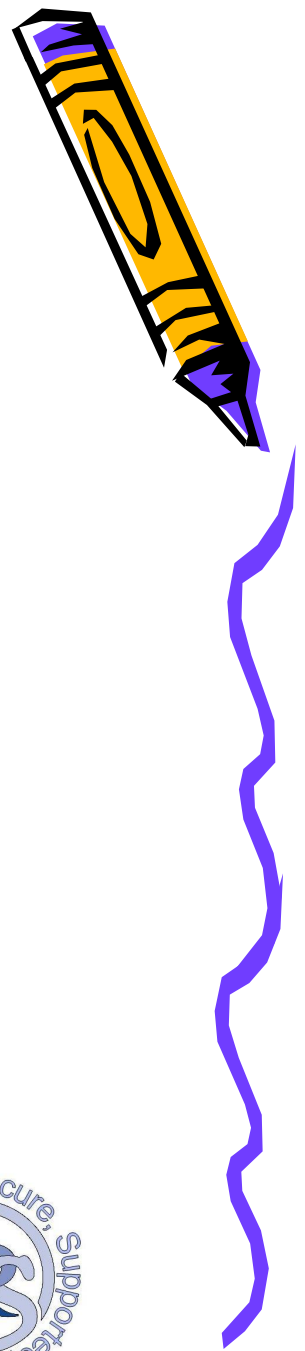
# What helps?

- Praise and encouragement
- Ask children to read back what they have 'written'
- Fun writing activities
- Praise and encouragement
- Notice writing everywhere and talk about it
- Praise and encouragement



# What stops writing?

- Worrying about getting it 'wrong'
- Worrying about spelling
- Copying adult writing
- Having 'boring' writing to do
- 'Mechanical' difficulties





# How Do We Teach Writing At School?



We use fun activities -

circus week (how to balance a feather, how to juggle

trips out noticing signs and street names

note making to remember important information

writing cards, recipes, stories, letters to characters in stories

Writing in science and history and geography,

For people who like cars, labelling, garage appointments setting up MOTs doctors appointments

Airport check in desks, shops, garden centres

we teach what each type (genres) of writing should include



# What can you do at home?

- Praise and encouragement
- Ask children to read back what they have 'written'
- Fun writing activities
- Praise and encouragement
- Notice writing everywhere and talk about it
- Praise and encouragement



# How is writing tested?

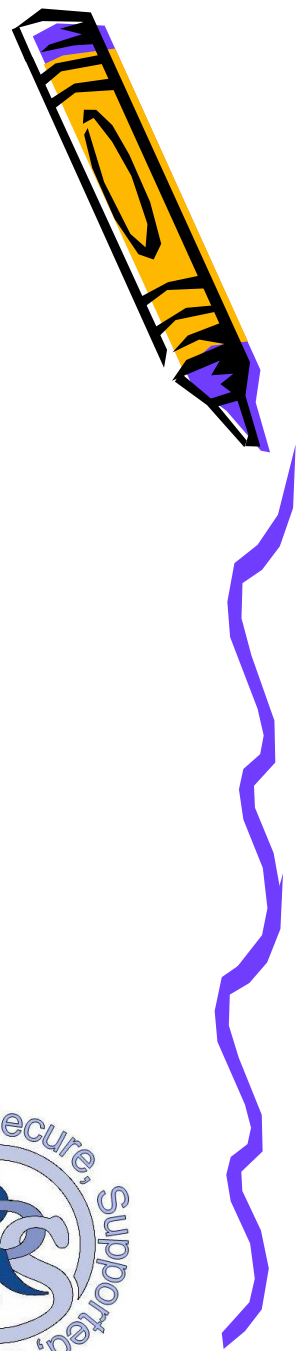


- EYFS- record and put examples in profiles
- Yr 1 -
- Yr 2 -National tests
- Yrs 3-5 optional tests and teacher assessments
- Yr 6 - National tests
- Genres and features -writing to the purpose in information texts, persuasive texts, accounts, recounts, narrative, biography and autobiography



# Spelling

- Remembering strings and patterns of letters and word shapes
- Visual, Auditory Kinaesthetic
- Approach to spelling linked to writing
- 'Have a go' ; Listen and write the sounds you can hear; put a dotted line under the part you're not sure about
- Use high frequency words



# What can you do at home?



- Encourage children to 'have a go'
- Praise their attempts
- Notice when they have written a letter which is in the word
- Encourage them to listen to the sounds
- Play rhyming games sing rhyming songs so they can hear patterns in sounds
- Praise their attempts
- Use look, say, cover, write, check when they bring spellings home



# Handwriting



- Complex muscles
- Fine motor skills
- Lots of play, chalk, painting, drawing, playdough, baking - strengthens and develops the muscles
- Relaxed grip, glide
- Letter shapes where to start and end

