Reading and Writing in the EYFS
Aims of this session:

- Outline the expectations in Nursery and Reception for reading and writing
- Explain how we teach reading in the EYFS
- Give you some ideas on how you can support reading at home
- Explain how we teach writing in the EYFS
- Give you some ideas on how you can support writing at home
Nursery Reading Expectations

30-50 months

• Enjoys rhyming and rhythmic activities.
• Shows awareness of rhyme and alliteration.
• Recognises rhythm in spoken words.
• Listens to and joins in with stories and poems, one-to-one and also in small groups.
• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
• Beginning to be aware of the way stories are structured.
• Suggests how the story might end.
• Listens to stories with increasing attention and recall.
• Describes main story settings, events and principal characters.
• Shows interest in illustrations and print in books and print in the environment.
• Recognises familiar words and signs such as own name and advertising logos.
• Looks at books independently.
• Handles books carefully.
• Knows information can be relayed in the form of print.
• Holds books the correct way up and turns pages.
• Knows that print carries meaning and, in English, is read from left to right and top to bottom.
Reception Reading Expectations
40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
How we teach reading in the EYFS

- Love of reading
- Selection of books
- Reading strategies – look at the picture, ask predicting questions
- Questioning – comprehension
- Provide simple poetry, song, fiction and non-fiction books in all areas, e.g. construction area as well as the book area.
- Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.
- Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.
- When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, beginning, end, first, last, middle.
- Carry out activities using instructions, such as reading a recipe to make a cake.
- Ensure access to stories for all children by using a range of visual cues and story props. For example, story boards, puppets, stuffed animals, etc.
- Weekly Guided Reading Sessions in Nursery and Reception focussing particularly on comprehension and discussion.
How to support at home

• Share books together in a positive way.
• Sing songs and nursery rhymes together on repeat!
• Tell a story together, eg. Once upon a time there was ..... He lived in .... One day he decided to ...
• Read books with no words and create the story together.
• Use the environment as a teacher.
• At the shop, read the labels with your child, skimming the words with your finger so your child can follow the print.
• Ask comprehension questions.
• Did they like the story? Why? Why not?
Supporting Reading at Home

- What did the character just do?
- Why do you think that they did that?
- What do you think the character is like?
- What do you think will happen next?
Reading Strategies

- Sharp Eye: Look at the pictures.
- Mouse the Mouth: Say the first sound.
- Don’t Forget!: Use your memory, where have you seen the word before?
- Hop, skip and jump: Read to the end and come back.
- Sound Talk It: Say each sound.
- Chunky Monkey: Look for chunks.
- Try on the fly!: Try a word that makes sense.
Become the Teacher!

- Have a look at some books – can you think of some questions you could ask your child?
AF2 Guided Reading Questions

- Describe...
- Where and when did the story take place?
- Find some words or phrases that tell you about the setting.
- Match answers from text evidence.
- Can... have more than one meaning?
- Find 3 words that describe your favourite character.
- Which character...?
- True/False based on text.
- Who are the key characters in the book?
- Give one example...
- What is ‘animation’?
- Where are...?
- What happened in the story?
- Why do...?
- What did... do?
- Where did... go?
- Which paragraph tells you...?
- What does... mean?
- Identify a word from paragraph 2 which shows that...
- How many...?
- Which word told you that...?
- What happened at...?
- What was happening at the beginning of the story?
AF3 Guided Reading Questions

- Why did...?
- Why is... important?
- Why did...?
- What is your favourite part of the story and why?
- How did...?
- What do you think the story is going to be about?
- How was... different after...?
- Why did he feel...?
- Explain the use of the word...
- What evidence is there that...?
- What do you think is going to happen next?
- How did... react?
- How did the characters' feelings change?
- What does the word... imply about...?
- Based on evidence from the text, what would you buy/do/see/ask?
- What might this character have been thinking?
- What is this character's attitude towards...?
- If you made a movie of this story, what type of music would you use for it and why?
- What does... think?
- What words tell us...?
- What questions would you ask your favourite character?
- What impression do you get of the feelings of this character from the text?
- What ideas are we given about...?
- What does this quotation suggest about...?
- How did the character feel before... and after...?
- How are the experiences of these two characters similar?
Phonics in Nursery

• Phase 1

Foundation of Literacy Learning
- Tuning into sounds
- Listening and remembering sounds
- Talking about sounds
• Environmental sounds
  - Stories – Walk around local area
• Instrumental sounds
  - Bag of instruments – Add sound effects
• Body percussion
  - Action songs and rhymes
• Rhythm and rhyme
  - Rhyming stories – What rhymes with…?
• Alliteration
  - Having fun with names – Story characters
• Voice sounds
  - Adding different voices to stories
• Oral blending and segmenting
  - Robot speech c-a-t and put it together
• We use jolly phonics to learn the actions and sounds for letters.

http://www.youtube.com/watch?v=eCjJYB07aSU&safe=active

• We also use a scheme called Letters and Sounds which outlines the teaching sequence of phonics from Phase 1 to Phase 6.
Phonics in Reception

Phase 2

- In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:
  - Set 1: s, a, t, p
  - Set 2: i, n, m, d
  - Set 3: g, o, c, k
  - Set 4: ck, e, u, r
  - Set 5: h, b, f, ff, l, ll, ss

- As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.

- Tricky words are also taught: the, to, go, no, I
Phase 3

• By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

• **Set 6**: j, v, w, x
• **Set 7**: y, z, zz, qu

• **Consonant digraphs**: ch, sh, th, ng

• **Vowel digraphs**: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

• New tricky words are taught: he, she, we, me, be, was, you, they, are, all, my, her
How you support at home

- Share books in a positive way
- Read homework letters so you know which sound was taught this week
- I spy game
- Model how to follow the text with your finger when you read.
- Model how to read and sound out simple words using phonics.
- Model how to use other reading strategies when reading.
- Ask comprehension questions when you are sharing a book.
Writing expectations in Nursery

• Sometimes gives meaning to marks as they draw and paint.
• Ascribes meanings to marks that they see in different places.

At Emmanuel we expect children to be able to write their names when they leave nursery.
Writing expectations in Reception

• Gives meaning to marks they make as they draw, write and paint.
• Begins to break the flow of speech into words.
• Continues a rhyming string.
• Hears and says the initial sound in words.
• Can segment the sounds in simple words and blend them together.
• Links sounds to letters, naming and sounding the letters of the alphabet.
• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
• Writes own name and other things such as labels, captions.
• Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
How we teach writing in the EYFS

- Mark making opportunities
- Modelling writing initial sounds
- Writing down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else.
- Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.
- Model writing poems and short stories, writing down ideas suggested by the children.
- Provide activities during which children will experiment with writing, for example, leaving a message.
- Include opportunities for writing during role-play and other activities e.g. Clip boards in the Doctors Surgery.
- Encourage the children to use their phonic knowledge when writing.
- Daily focus writing activities linked to literacy and phonics lessons in Reception
What can you do at home to support writing?

- Encourage child to use correct pencil grip (tri-pod grip)
- Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing”.
- Support children in recognising and writing their own names.
- Make books with children of activities they have been doing, using photographs of them as illustrations.
- Encourage children to use their phonics when writing.
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.
- Demonstrate how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).
- Support and scaffold individual children’s writing as opportunities arise.
- Build up their confidence!
- Have fun paper and pens to write with at home linked to your child’s interest.
• Have a look at some examples of writing in Nursery and Reception.

In my holidays, I went to the shop with mummy and dad. I brought a pizza and ice cream with mum and dad. I had back in my house.
Thank you!

Any questions?