

Parents' Meeting - part 3

Physical and Writing Skills



Holy Trinity C of E Primary School
December 2021



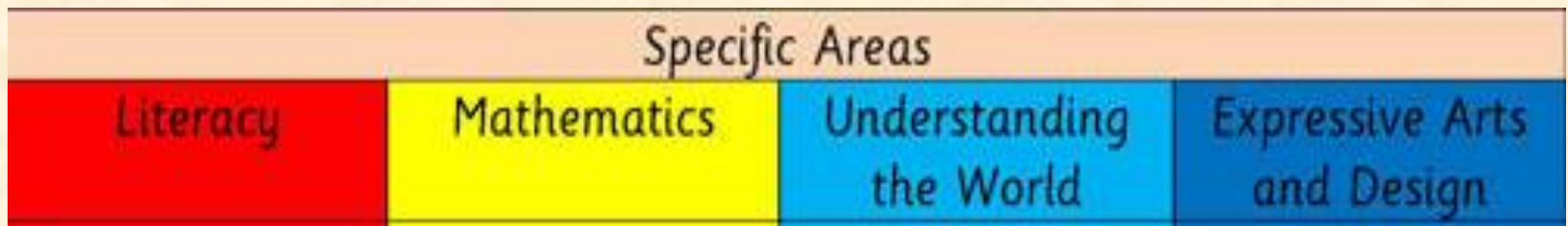
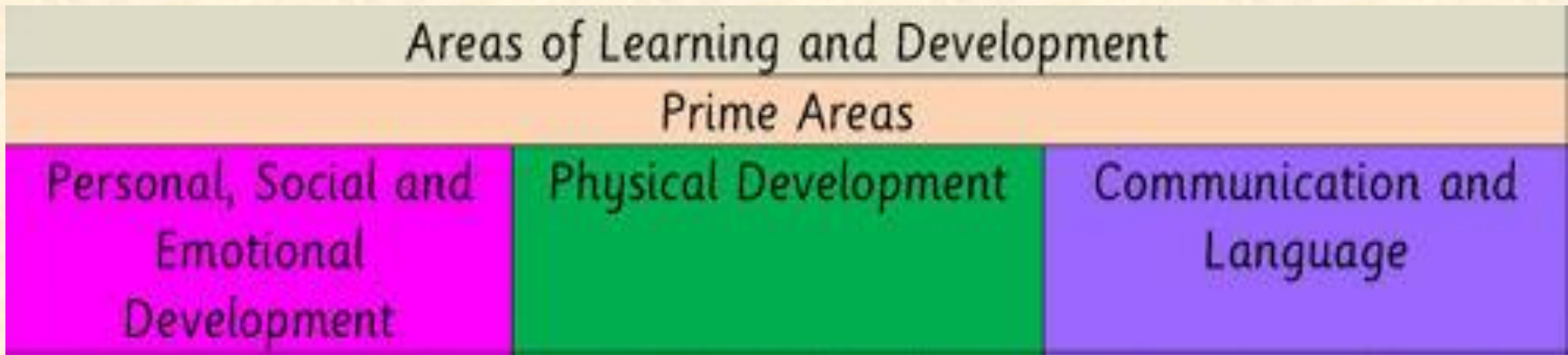
Parent Curriculum Meeting

Areas To Cover

- Curriculum and Age Expectations
New Early Adopter Statements
- Talk Matters
- Phonics
- Reading
- Writing
- Supporting at home



Early Years Curriculum



We will go into more detail about these areas of learning and age phases on next few slides.

New Early Adopter Age Phases

Age Expectations- Children should achieve Early Learning Goal by the end of Reception

Developmental Matters - Literacy Age 3-4

- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name. -Write some letters accurately.

Developmental Matters- Literacy working on in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Literacy: Comprehension ELG achieve by the end of Reception

- _Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy: Reading ELG achieve by the end of Reception

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy: Writing ELG achieve by end of Reception

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Definitions

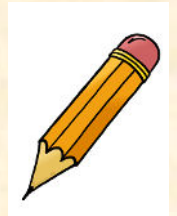
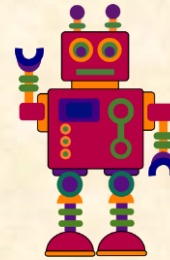
Segmenting- Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'. Pulling apart the sounds in the word. Children might refer to this as 'Robot Arms'

Need to segment to be able to spell.

A phoneme is the smallest unit of sound in a word. 1, 2 or 3 letters can be one phoneme.



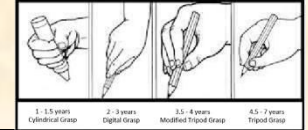
c-a-t
f-r-o-m
t-ee-th
sh-o-p
h- air



Grapheme

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word/ the way we write the letters. The sound can be represented in different way eg 'oa' in boat and 'ow' in slow

Handwriting



Physical Development

8-20months

Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.



Beginning to use three fingers (tripod grip) to hold writing tools.

Developmental Matter- 3-4 years

Use a comfortable grip with good control when holding pens and pencils



- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

- Holds pencil near point between first two fingers and thumb

Developmental Matter- 3-4 years

Use a comfortable grip with good control when holding pens and pencils

Show a preference for a dominant hand.



ELG

Physical fine motor– Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.



Shared homework- Purple book



Encourage your child to draw and write/ mark themselves. Afterwards parents can also write what their child's writing says or write more information. These books are shared in class.

Shared Reading Book Ideas

Draw a picture from the story.

Write or mark make something about the story

—What is your favourite part?

Encourage your child to think, say and then draw / write.

Practise writing their name.

Please encourage your child to hold their pencil between their first finger and thumb.



Remember how to hold your pencil.

Progress In Writing

Lines	Circles and lines	Lines to represent writing
		
Random letters from name	Writing any letters across	Start writing letters then words they know or can copy
		

Other ideas

Draw or take photos to let us know what you have been doing.

Fine Motor Control

Involve the children in chopping and peeling in cooking activities.

Fasten buttons and zips.

Use finger rhymes, counting fingers, playing with words and sounds.

small construction toys– Lego, building, .

and water play to include pouring, picking up toys using tools, Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc.

Provide the children with paints / finger paints. Talk about the patterns they make.

Encourage the children to strengthen their fingers by using clay, play dough, etc. If you would like a play dough recipe, please ask nursery.

Encourage the children to cut out shapes.

Make large letter shapes or patterns with your finger in foam or baby lotion. Encourage your child to follow directions as they move their finger– up, down, across, curl forwards, backwards.

Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise.

the children thick paintbrushes and water to paint patterns on walls, fences.

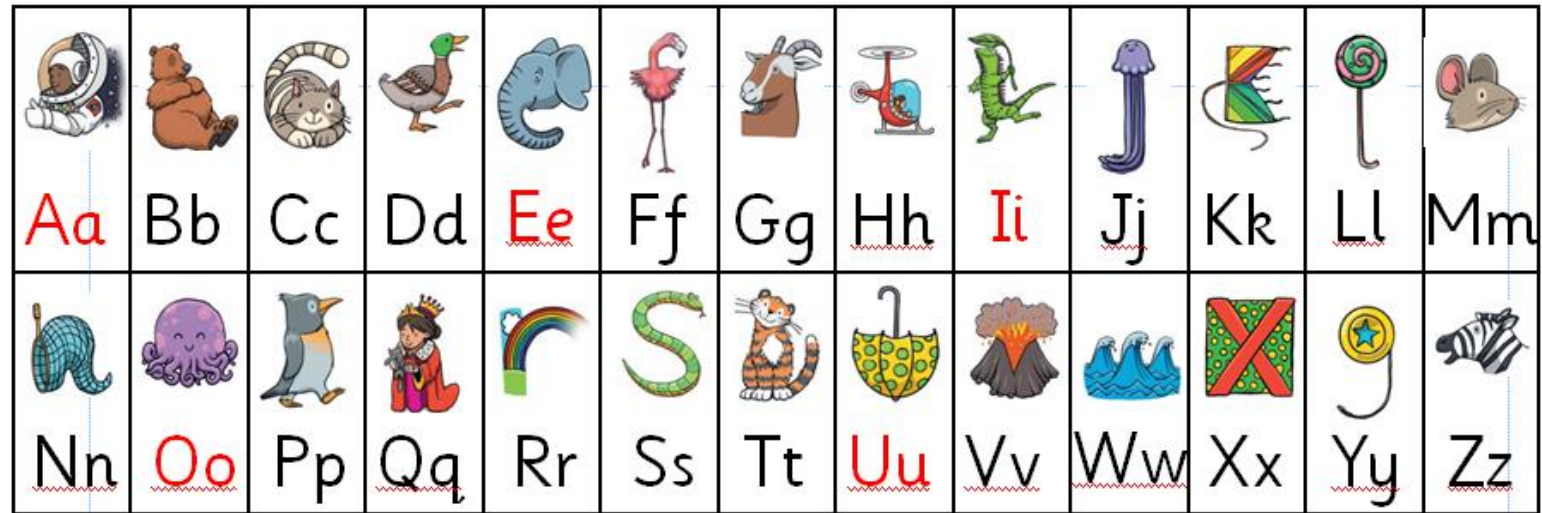
Let the children make patterns using pegboards.










Provide sewing, threading and weaving activities.

We hope you have lots of fun and we can't wait to hear about it.

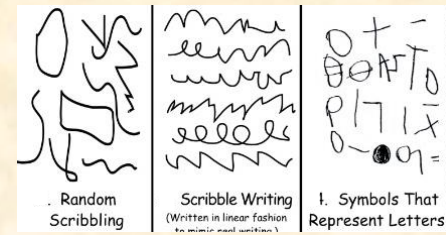
Handwriting


- Handwriting is so important. This is something the children practise in school.




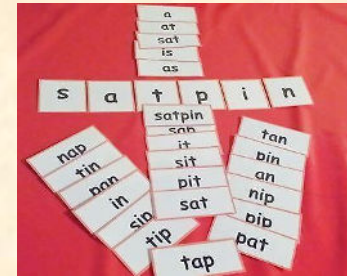
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.


Writing





 We encourage all children to try to write, even before they know any sounds. What are you going to write about your picture?- use marks and tell us what it says!

 Once children have learnt the first set of sounds, and are beginning to form the letter shapes, they can begin to attempt writing words.



 Even if they can hear the initial sounds, write this and try to sound out other letters.

 Many words will not be spelt correctly, it should be phonetically plausible – we can still ‘get the message’. For example – kite may be written k **ight** t and bike may be written b **igh** k.

 They need to read their own writing to themselves or to their parent / teacher.

Tasks to work on handwriting

- Practise writing forming letters from memory and write cvc words using lower case letters. Try to sit letters on the line.
- Encourage the children to orally form their sentence before they write it.
THINK SAY WRITE
- Sound out the word and reread it before you start the next word.
- When they begin to write we encourage your child to write a phrase so it doesn't need a capital letter eg it is a man
- As your child makes progress they need to write a simple sentence.

A SENTENCE NEEDS

A capital letter

Finger spaces

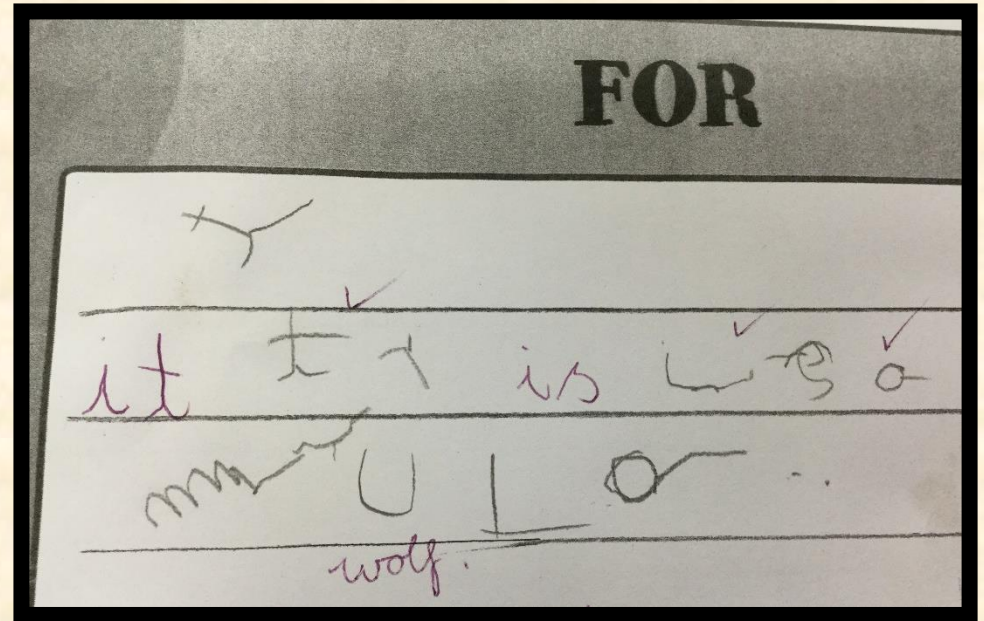
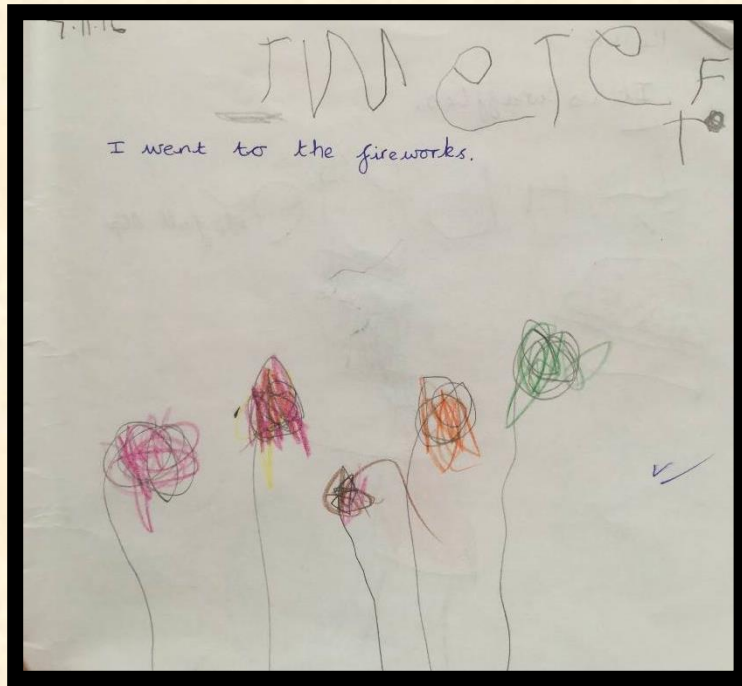
Full stops

It needs to make sense – so reread it.

Hearing initial sounds and writing them using a letter strip.

Examples...

The *'It is...'* sentence structure is where we begin.

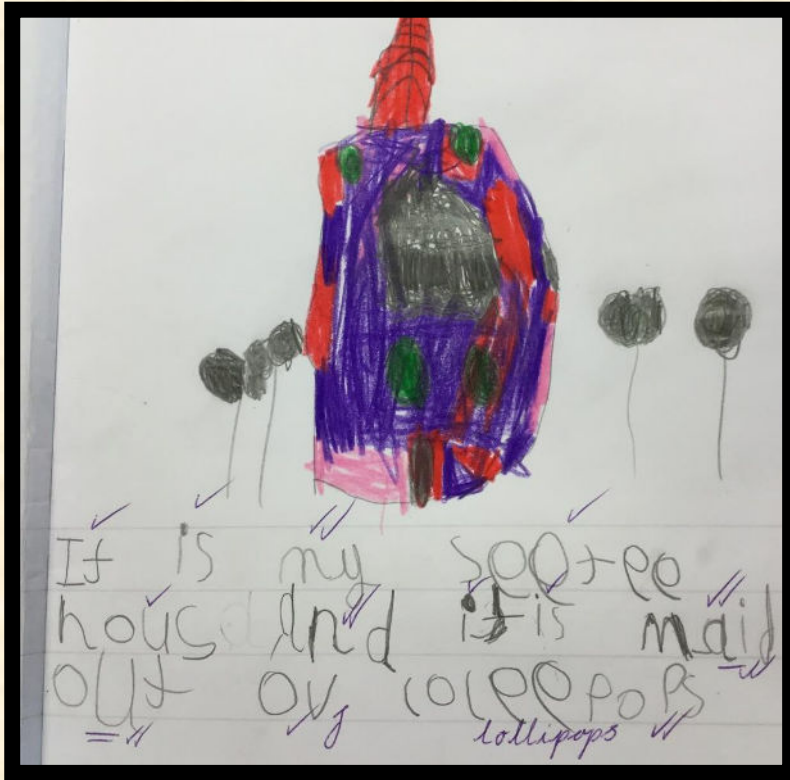


Developmental Matters Literacy- 3 / 4 years old

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
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Examples...

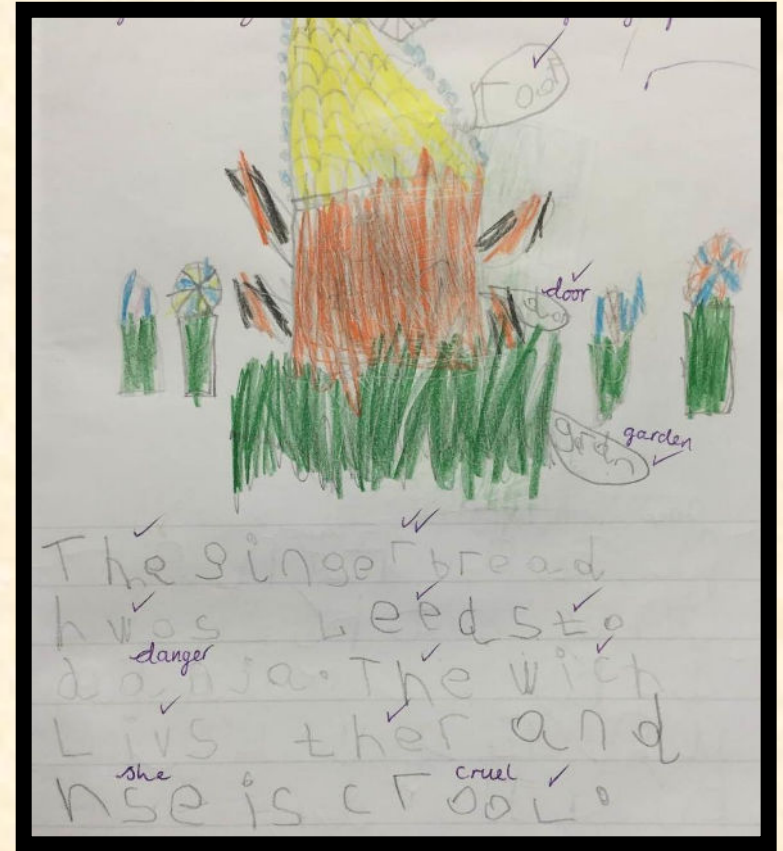
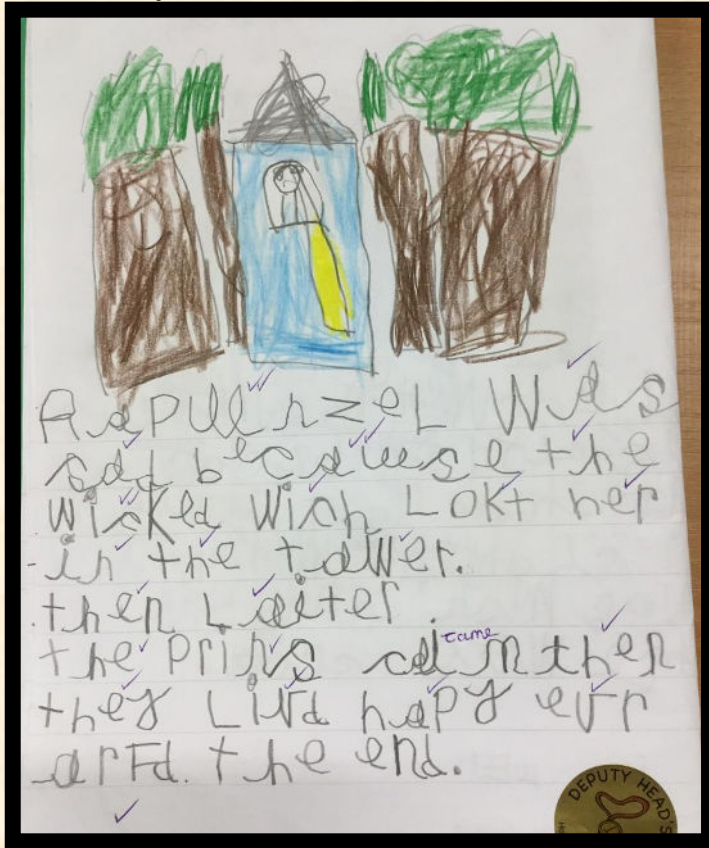
Segmenting independently, writing sounds in a sequence using resources to help independently.



Developmental Matters- Working in Reception

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Reread what they have written to check that it makes sense.

Examples... Children segmenting independently, writing sounds from memory. Writing tricky words from memory or using resources independently



Early Learning Goals - Age Expectation for Reception

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

At Home



You can help your child at home by:

- Segment words (spell) at any opportunity e.g. in the bath, at the park, at the shops.
- Ensure your child is forming their letters correctly. Use chalk boards, wipeboards.
- Write in your purple book at least once a week.
- Praise and encourage your child when they write sometime. Ask them to tell you what it says.
- Provide writing opportunities during play and activities you are doing at home. Eg write 'to Mam From

Your help will make a big difference.



Thank you