

# Supporting Literacy in Reception



# Writing in EYFS

The aims of this session are -

- To inform you of the process of reading and writing.
- To give you tips and ideas about how to support your child in writing.
- To share the end of year expectations in writing.

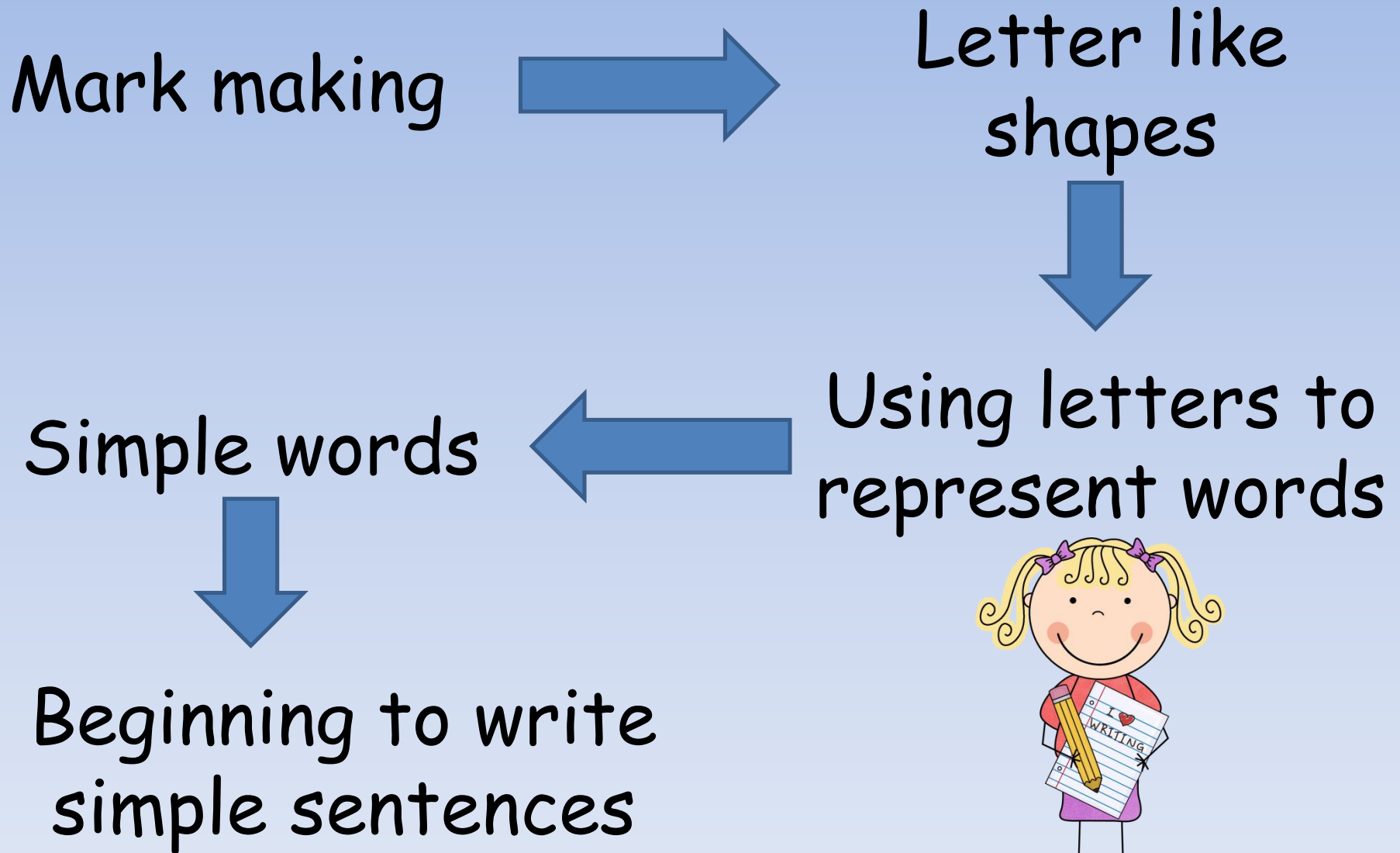


# Before Writing

Before children begin to write, they must be confident with speaking in full sentences and able to share their ideas with others. Children should also have good fine motor control to be ready to hold a pencil.



# The Process of Writing



# The Process of Writing

## Mark making

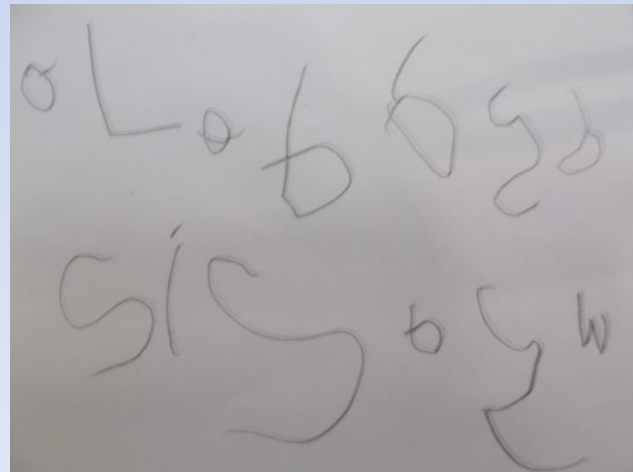
This is the first stage of writing when a child begins to make marks.



# The Process of Writing

## Letter like shapes

This is when children begin to understand that letters have meaning. They begin to identify letters in the environment and know some of the sounds they make.



# The Process of Writing

Using letters to represent words

Children will then begin to write the initial sounds for the words they want to write and say their meaning e.g. 's' means 'snake.'





# The Process of Writing

## Simple words

Children then begin to segment sounds in words and write sounds in order.

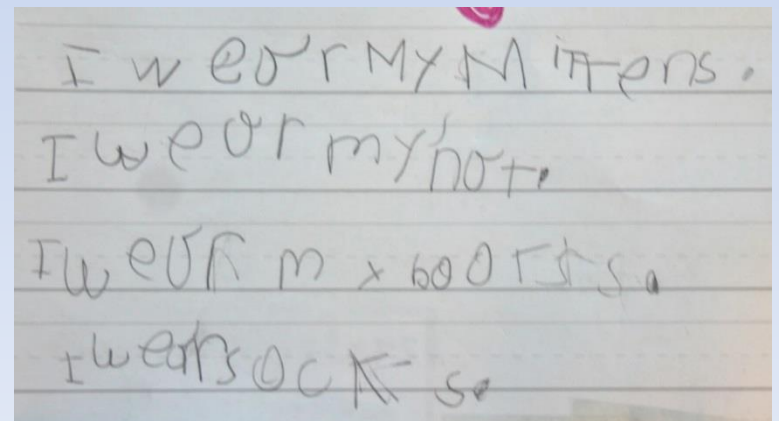




# The Process of Writing

## Beginning to write simple sentences

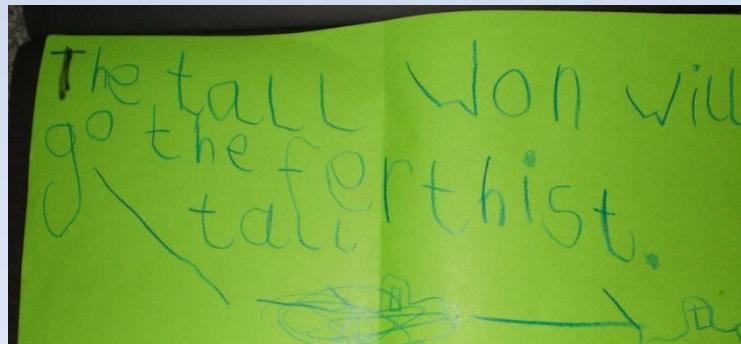
The final stage is when children can have ideas about what they want to say, and attempt to write this down. They will write a simple sentence, writing sounds in order for each word and beginning to use finger spaces between words.



# The Process of Writing

## Writing simple sentences

Children can confidently use their skills to write a 'super sentence.' This would include a capital letter to start the sentence, a finger space between each word and a full stop at the end.



# End of Year Expectations for Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They 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.

# End of Year Expectations

Oh sata day I

Went to the  
met ro do am

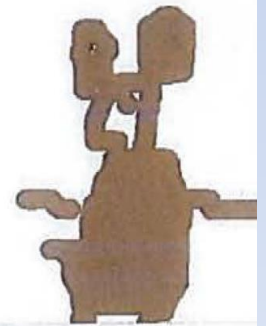
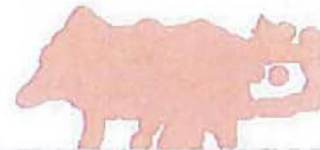
to wa ma na. Plo id wiv so

a packet of tablets  
and neppya and  
a can of neppya  
bills is OL.

"a packet of tablets and  
medicine and a can of  
medicine. This is all".



pleze doant  
BRak the  
cask



the wof kame to the hows. ELeanor

# Letters and Sounds

**Hear a whole word, segment it into units of sound**

**Grapheme/phoneme correspondence**

Single lettered phonemes (Phase 2)

Two/three lettered phonemes (Phase 3)

**Read it**

**Write it**

# Phonics

## Phase 2

Letters and Sounds area introduced...

s,a,t,p

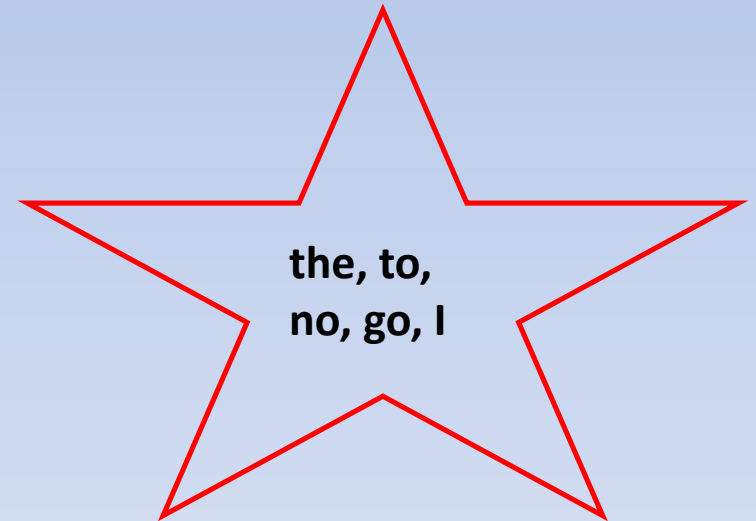
i,n,m,d

g,o,c,k

ck,e,u,r,

h,b,f,l

ll,ss,ff



When reading we encourage the children to do the sound actions as they recognise the letters.

# Phonics

## Phase 3

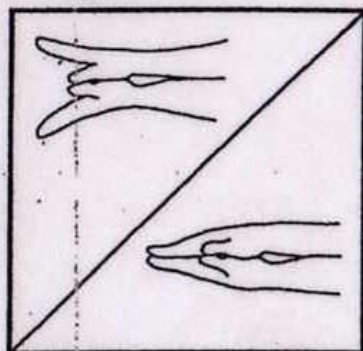
**Digraphs** – this is where 2 letters make one sound.

**Activity Time...**



# QU

## qu

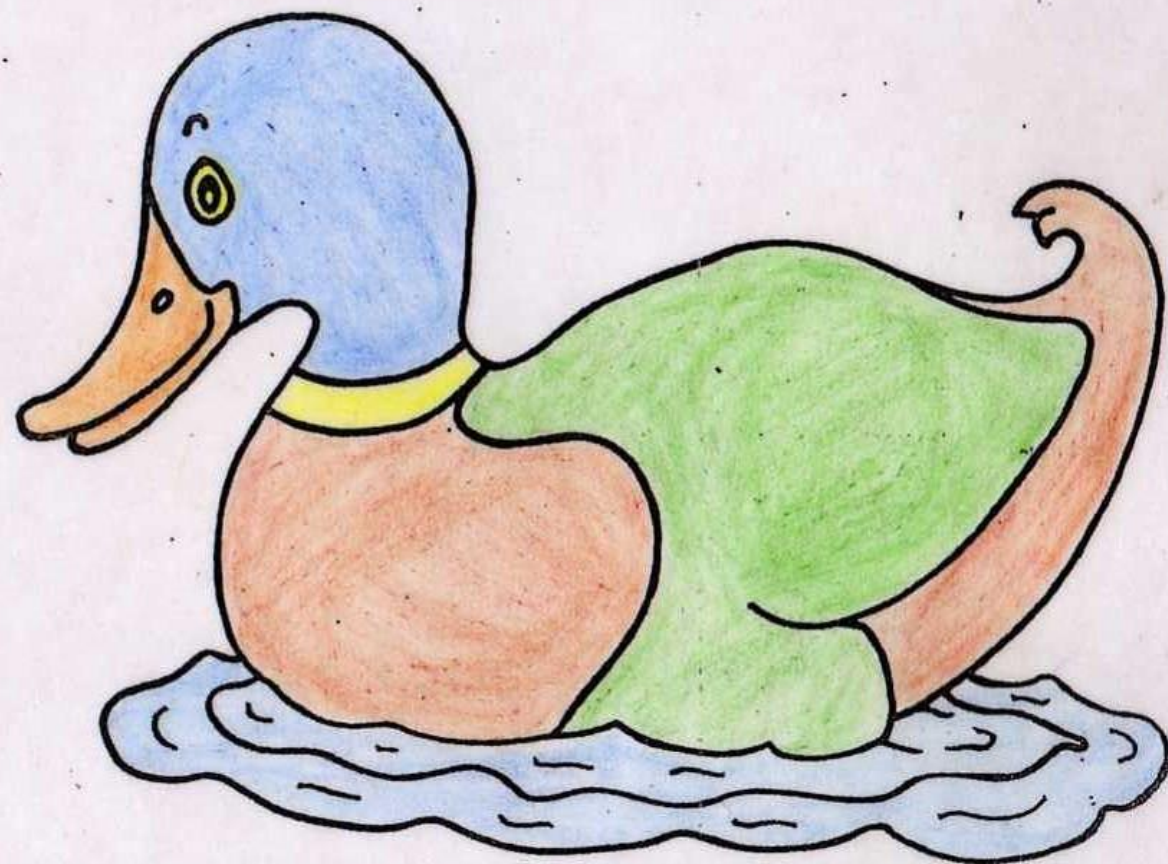


### ACTION

Make a duck's beak with hinged hands, and say *qu, qu, qu, quack*.

**quack**  
queen  
quick  
quiet  
squirrel

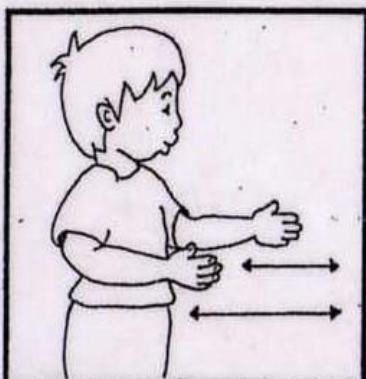
Draw the  
letters  
dotted here:



qu qu qu qu qu



# ch



## ACTION

Pretend to be a steam train,  
moving the arms like piston rods,  
and saying *ch...ch...ch*.

**choo-choo**

chick

church

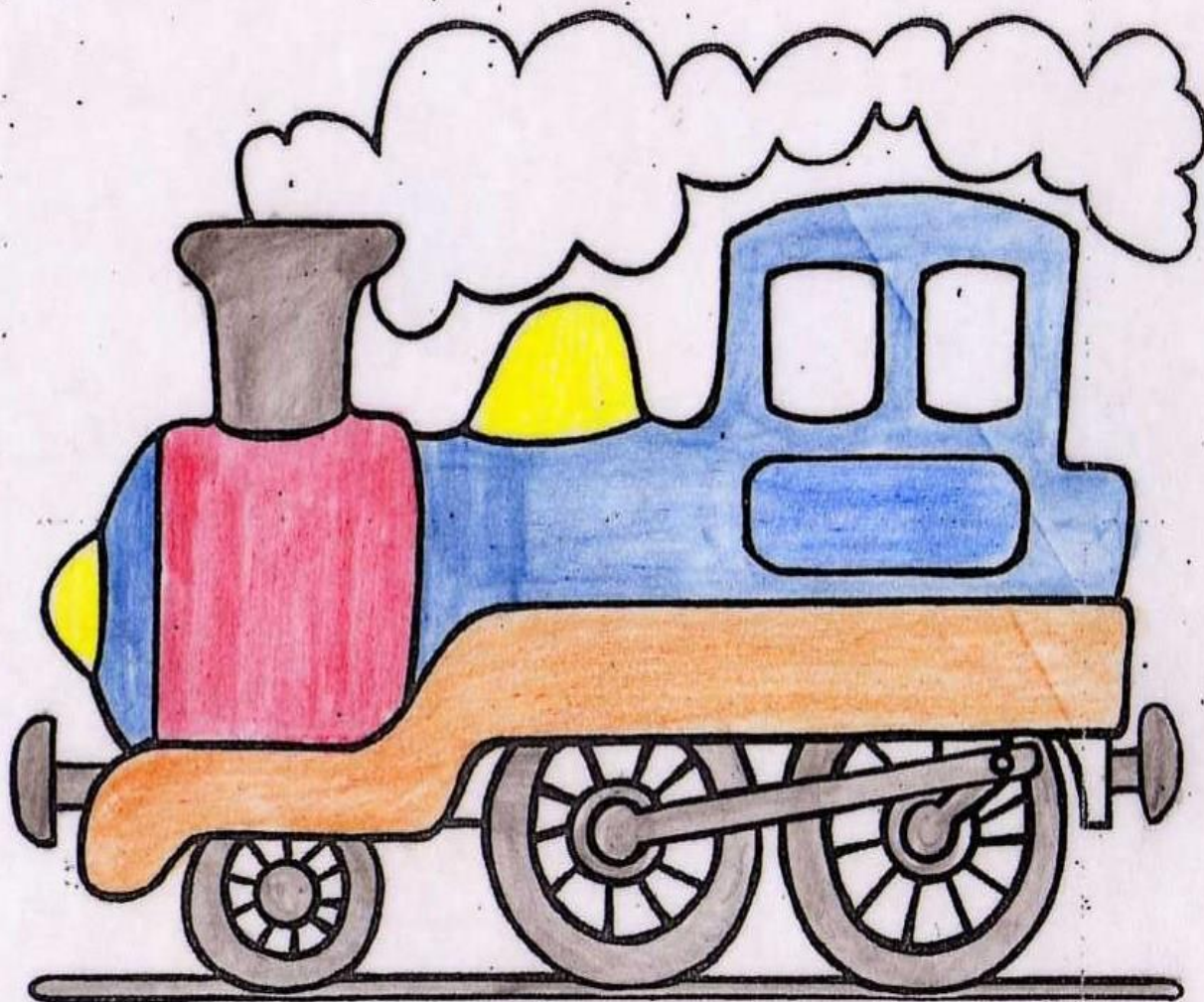
chop

chips

Draw the  
letters  
dotted here:

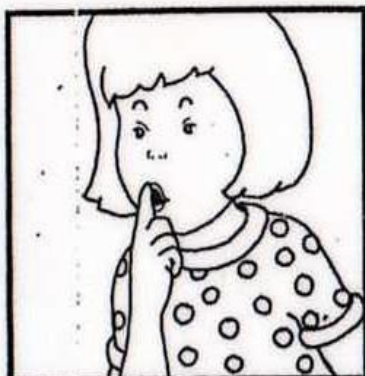
ch

ch ch ch ch





# sh



## ACTION

Place index finger over lips, and say sh.

ship  
shell  
shout  
dish  
crash

Draw the  
letters  
dotted here:

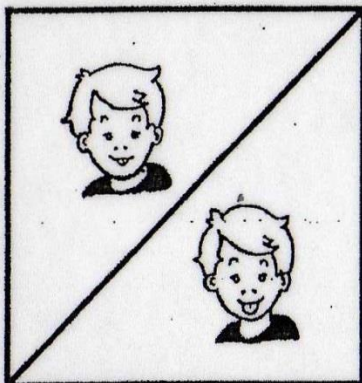


sh sh sh sh sh



# th th

voiced and unvoiced th



## ACTION

Child pretends to be a little rude by sticking out tongue a little and saying *th* (as in them), and very rude by sticking tongue further out and saying *th* (as in thumb).

that	thin
then	thumb
this	thick
feather	thunder
with	moth



th th th th



# ng



## ACTION

Pretend to be a weightlifter, bringing arms above head, and say ng....

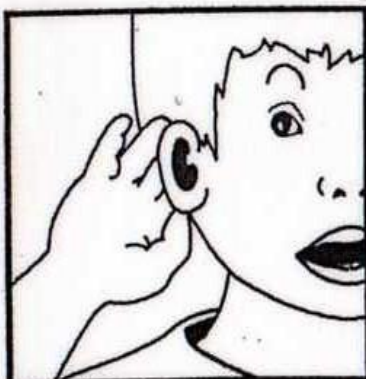
strong  
ring  
song  
string  
bang

Draw the  
letters  
dotted here:



# ai

long a



## ACTION

Cup hand over ear, as if hard of hearing, and say *ay?*

aim

snail

rain

pain

train

Draw the  
letters  
dotted here:

ai ai ai ai ai





# ee or

long e and the 'or' sound



bee

see

sheep

feet

tree

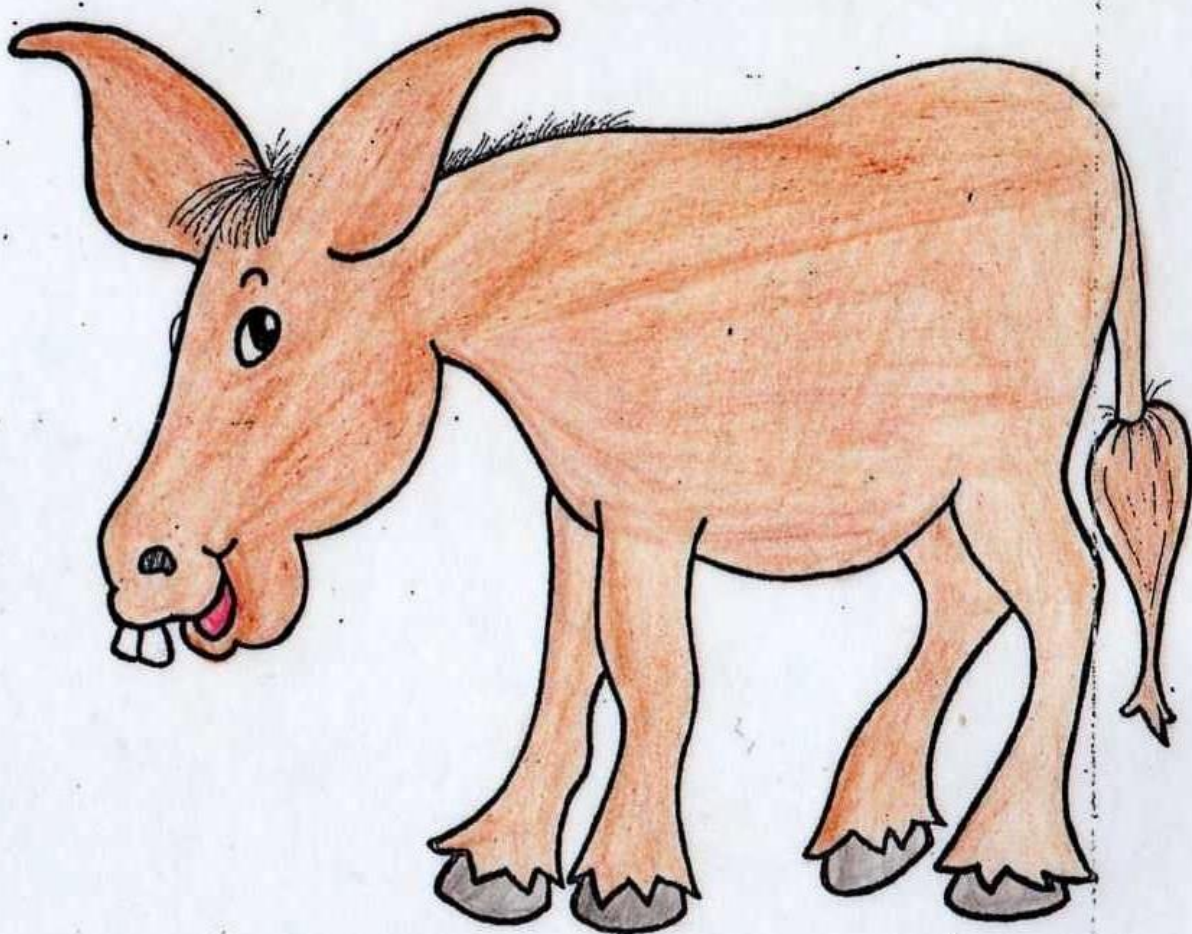
fork

short

torch

corn

storm



ee

ee ee ee ee ee

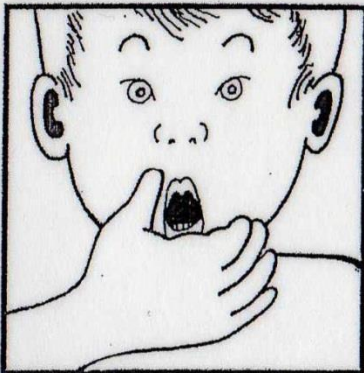
or

or or or or or



# oa

long o



## ACTION

Bring hand up to mouth as if seeing something go wrong, and say oh!

oak  
goat  
coat  
soak  
toast

Draw the  
letters  
dotted here:

oa oa oa oa oa

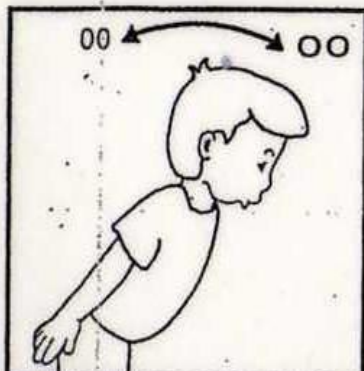




oo

oo

Little and long oo



### ACTION

Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: u, oo; u, oo.

cook

book

look

hook

took

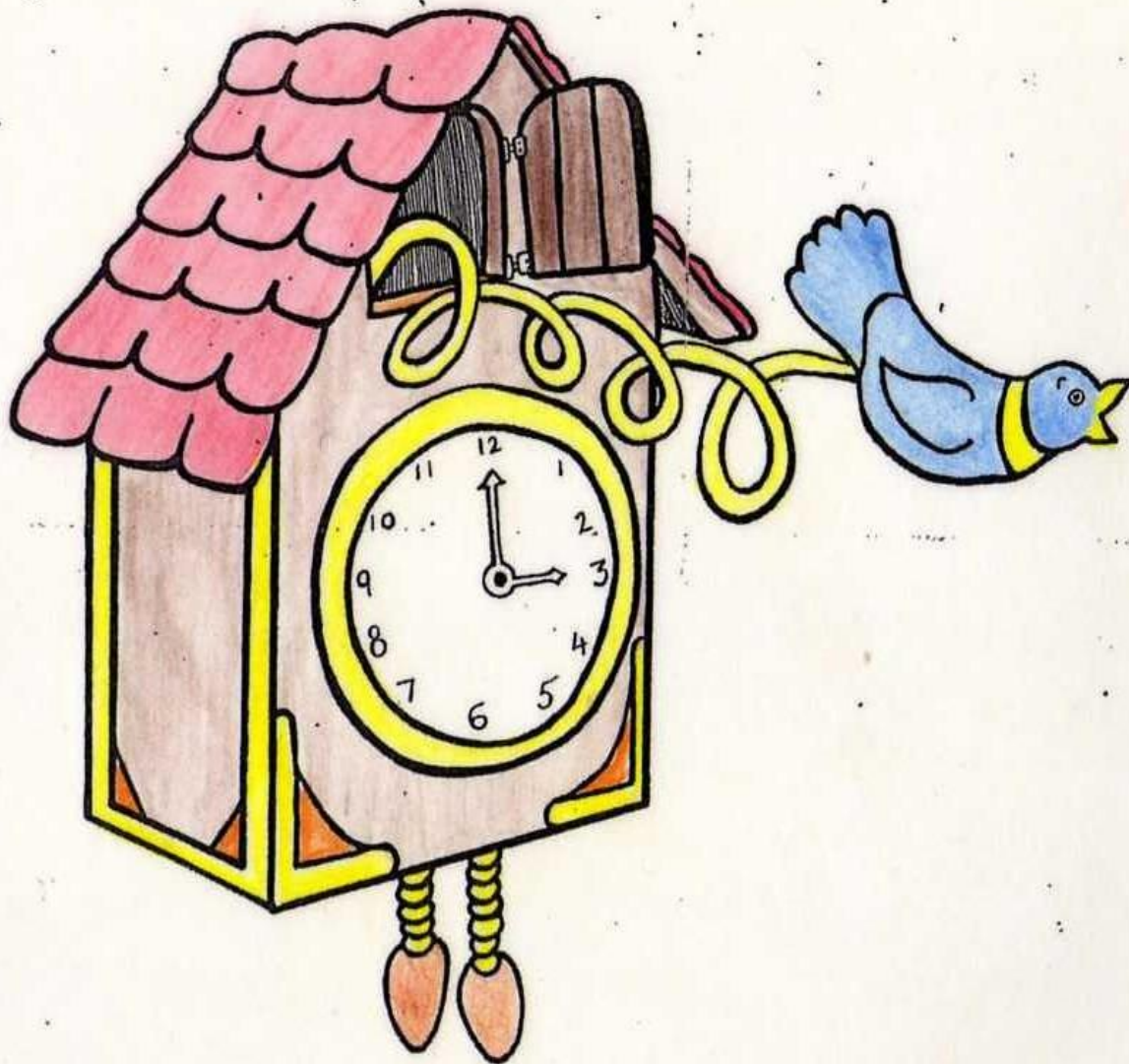
coo

moon

soon

shoot

tooth

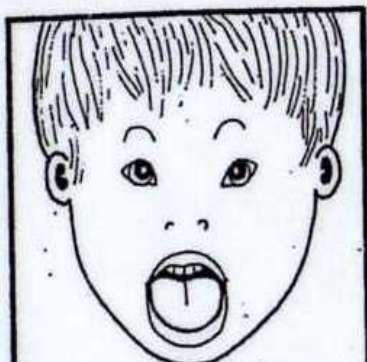


oo

oo oo oo oo

# ar

the 'ar' sound



## ACTION

Open mouth wide and say *ah*.

arm

car

park

dark

star

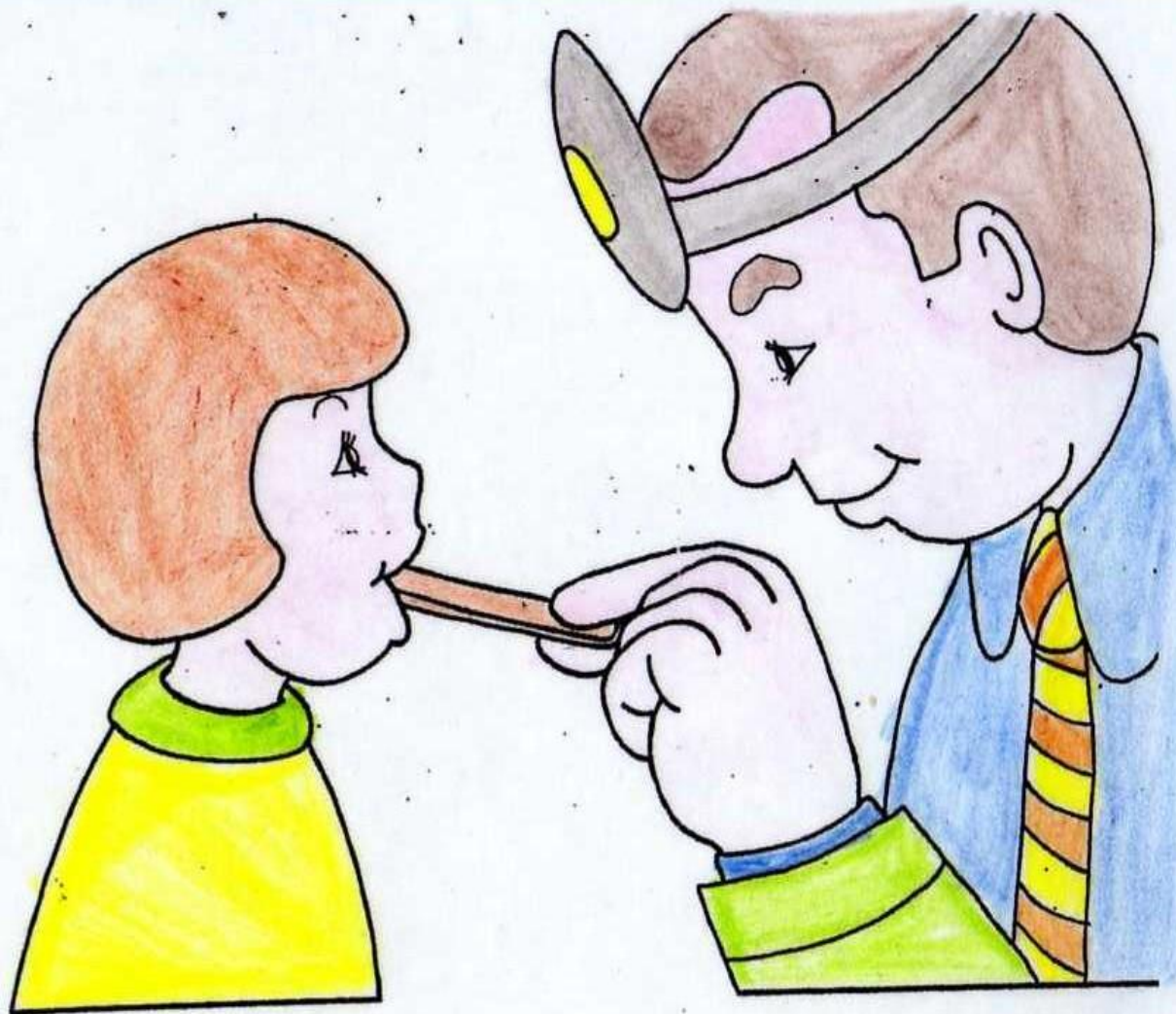
Draw the  
letters  
dotted here:

ar

ar

ar

ar





# oi

the 'oi' sound



## ACTION

Cup hands around mouth as if  
hailing a passing boat, saying  
*oil, ship ahoy!*

oil

coin

point

boil

join

Draw the  
letters  
dotted here:

oi

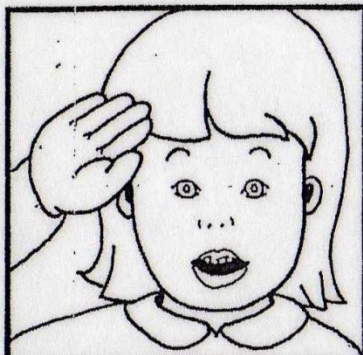
oi oi oi oi oi oi





# ie

long i



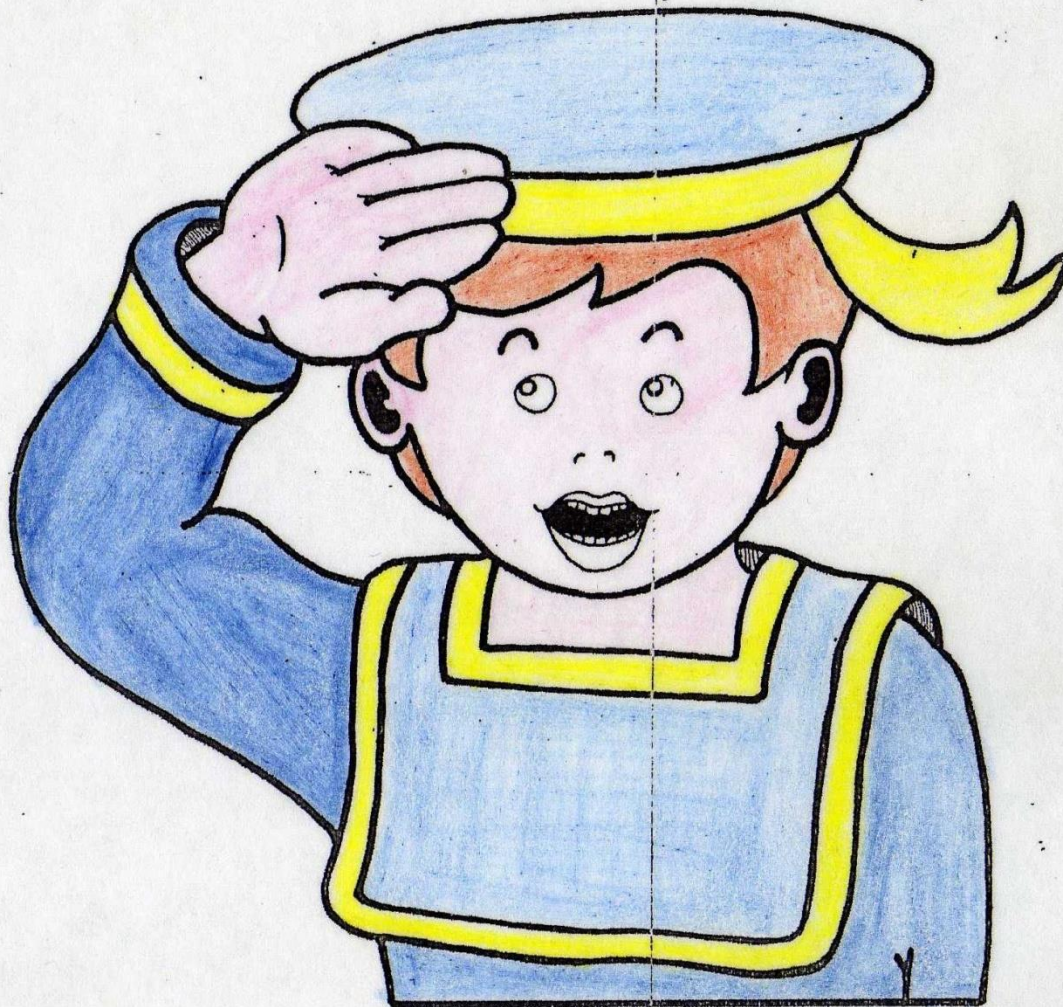
## ACTION

Stand to attention and salute,  
saying *aye aye*.

tie  
pie  
die  
lie

Draw the  
letters  
dotted here:

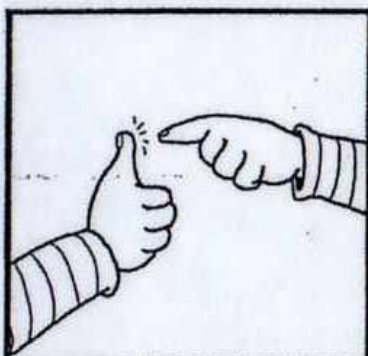
ie te te te te





# ou

the 'ou' sound



## ACTION

Pretend your finger is a needle, and prick thumb, saying *ow!*

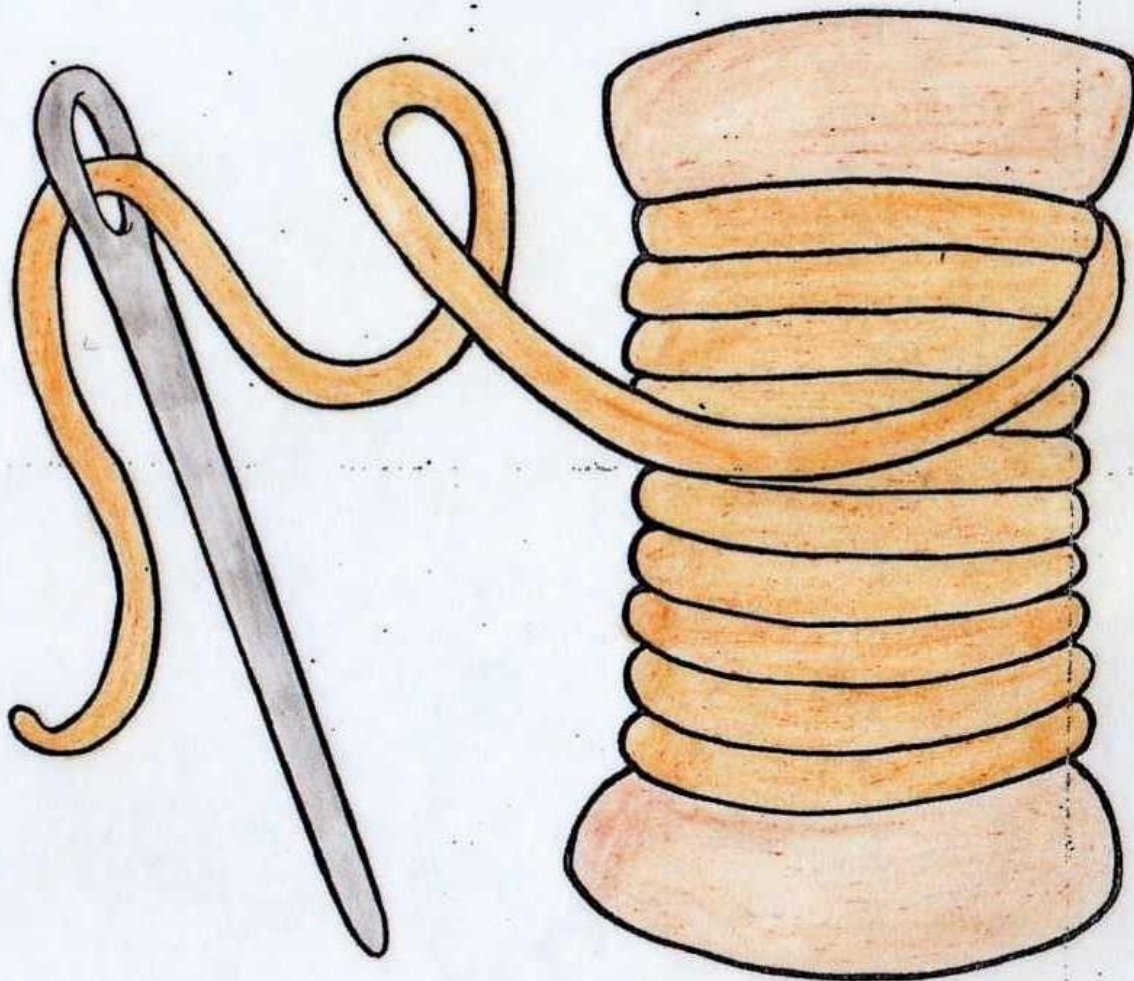
## ouch!

out  
loud  
cloud  
sound

Draw the  
letters  
dotted here:

ou

ou ou ou ou ou



# In order to read...

1. Decode (sound out)

ship  
sh-i-p

2. Blend (repeat the sounds in order, several times, stretch it!)

When writing we reverse the process -  
we segment the sounds





# How can you help reading at home?

- Locate title, look and discuss front cover. Use words such as characters, setting.
- Look at the pictures first and tell the story
- Read together, look for letters you know especially at the beginning of words
- Look for familiar parts of the words to help you read
- Sound out words and encourage to read tricky words
- Support reading on a daily basis



# Developing your child as a writer

Help children understand the purpose for writing (e.g. shopping list, cards and letters)

Writing should be fun!

# Finally...

Reading and writing are huge skills to master - it takes time and practise!

Thank-you for your support!