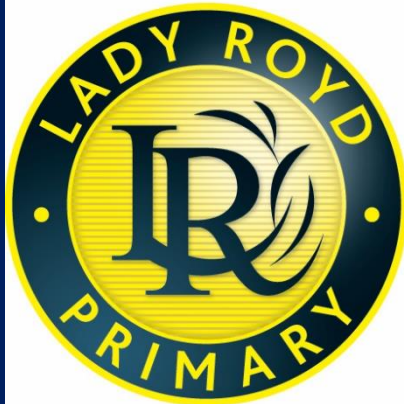


# Reading and Writing at Lady Royd Primary



ASPIRE • SUCCEED • LEAD

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**LADY ROYD PRIMARY**

BRADFORD GIRLS' GRAMMAR SCHOOL CAMPUS

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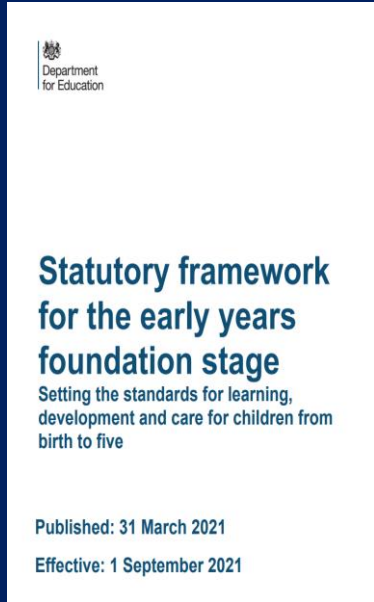
*For girls and boys up to 11 years*

## Parent Workshop

# What we will cover

- How do young children learn to read/ write?
- How do we teach them at LR? Sounds and Harder to read and spell words.
- Where you can find more information.
- How you can support your child at home.
- Examples of end of year expectations.

# Curriculum



## Communication and language

Listening, attention and understanding

Speaking

## Personal, social and Emotional development

Self-regulation

Managing self

Building relationships

## Physical Development

Gross Motor skills

Fine motor skills

## Literacy

Comprehension

Word reading

Writing

## Mathematics

Number

Numerical patterns

## Understanding the World

Past and present

People, culture and communities

The natural World

## Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

This is our Statutory EYFS curriculum. Please read the document to find out more. Our provision and carpet sessions are planning to support children across the 17 areas of learning.

# End of year goal

## Literacy

### **ELG: Comprehension**

Children at the expected level of development will:

- 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.

### **ELG: Word Reading**

Children at the expected level of development will:

- 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.

### **ELG: Writing**

Children at the expected level of development will:

- 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.

# Our curriculum

|                  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|------------------|--|--|--|--|---|--|
| Topic Name       | Me and my community and exploring Autumn   | What happens when I fall asleep? & Sparkle and shine   | Starry night & Winter wonderland   | Are carrots orange?  | Why do ladybirds have spots? & Why do zebras have stripes?  | Do cows drink milk? & moving on  |
| L- Comprehension | <ul style="list-style-type: none"> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Begins to be aware of the way stories are structured, and to tell own stories</li> <li>Talks about events and principal characters in stories and suggests how the story might end</li> </ul> | <ul style="list-style-type: none"> <li>Talks about events and principal characters in stories and suggests how the story might end</li> <li>Looks at and enjoys print and digital books independently</li> <li>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> </ul>  | <ul style="list-style-type: none"> <li>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>Describes main story settings, events and principal characters in increasing detail</li> </ul>   | <ul style="list-style-type: none"> <li>Re-enacts and reinvents stories they have heard in their play</li> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>                | <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> |
| L- Word reading  | <ul style="list-style-type: none"> <li>Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul>                            | <ul style="list-style-type: none"> <li>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> <li>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> </ul>       | <ul style="list-style-type: none"> <li>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> </ul>  | <ul style="list-style-type: none"> <li>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> </ul>   | <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  | <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>   |
| L- Writing       | <ul style="list-style-type: none"> <li>Sometimes gives meaning to their drawings and paintings</li> <li>Includes mark making and early writing in their play</li> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> </ul>          | <ul style="list-style-type: none"> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> <li>Includes mark making and early writing in their play</li> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>Starts to develop phonic knowledge by linking sounds to</li> </ul> | <ul style="list-style-type: none"> <li>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with</li> </ul> | <ul style="list-style-type: none"> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul> | <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul> | <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>   |

# Our curriculum



## Curriculum News

Year Reception: Autumn Term 1

### Personal, Social and Emotional Development

This half term we will enjoy making friendships. We will discover new things and share our interests with our adults and friends. We will share our ideas with our friends and share. We will form positive relationships with our friends and learn what makes a good friend. We will use our feelings area to talk about how we feel and log our feelings in every day.

### Communication & Language

We are going to read the story The Little Red Hen. We will retell the story and join in the key parts.  
We will respond to simple instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. We will also use language to speak in clear sentences. We will use words in the correct order when talking. We will start to learn a Makaton sign a day! We will sign rhythm and rhyme songs every day. These will help us to learn new words.



### Physical Development

We are going to practice running, balancing and climbing. We will learn to maintain balance using our hands and body to stabilise. We will adjust our speed and direction to avoid obstacles. We will start to show a dominant hand when using simple tools in our work. We will create lines and circles by moving our shoulders and elbows. We will be practicing holding and using scissors correctly.



## Curriculum News

### Literacy

We will listen to a story every day and answer questions about this to show we understand what the story is about. We will learn and practice many different rhymes and poems every day.  
In our Phonics lessons we will begin Phase 2 of our Essential Letters and Sounds scheme. Please attend the Phonics workshop to find out more.  
In writing- we will be practicing writing our names. We will write in many playful ways such as shopping lists and recipes for The Little Red Hen to make bread.

### Maths

This half term we will be looking at things that are the same and different. We will be matching, sorting and comparing amounts. We will be counting out loud (0-10) as well as counting objects and sounds. We will be comparing the size, mass and capacity of objects and exploring and making simple patterns. Please attend the Maths workshop to find out more.

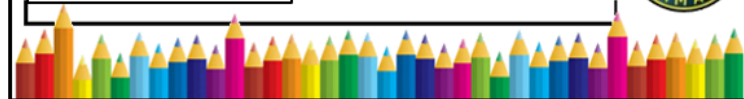
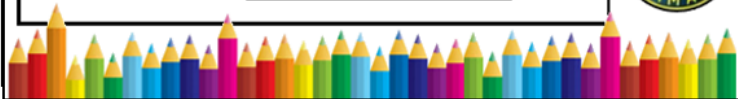


### Understanding The World

We will show an interest in different roles and occupations of people that help us. We will learn about different community members by learning about how these help us. We will learn about fire fighters, parents, siblings, teachers, delivery drivers, artists etc. We will also develop an understanding of changes over time in relation to cooking. We will bake bread and learn the changes that happen with the ingredients needed.  
We will learn about the seasonal change of Autumn and what the celebration of Harvest means.

### Expressive Arts and Design

We are going to learn new skills each week. We will learn techniques, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces when creating models.  
We will engage in imaginative play based on our experiences such as eating dinner in the Home Corner. We will play alongside other children and use different occupation clothing to act out roles.



# Reading

- We promote children to have a love of books
- Talking about books/ stories
- We ensure children are absorbed in stories.
- We are currently reading *The Little Red Hen*. Story maps help us to retell a story in order and it also develops story writing skills.





# Reading

- Reading and writing is taught in an interactive and fun way using the government validated phonics scheme 'Essential letters and sounds'
- We start to learn what the letter sounds look like.
- The alphabet contains only 26 letters. Spoken English uses about 42 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'th' or 'ear')
- Once children begin learning sounds, these are used quickly to read and spell words. Children can then see the purpose of learning sounds. For this reason, the first six letters that are taught are 's', 'a', 't', 'p', 'i', 'n'. These can immediately be used to make a number of words such as 'sat', 'pin', 'pat', 'tap', 'nap'
- ELS whole-class, daily phonics teaching must begin from the first days of Reception. Through the rigorous ELS teaching programme, children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).



To find out more about the coverage of sounds taught in Reception, please speak to your child's Reception class teacher.

# Books

- Your child will receive a Phonics book once they are able to sound talk and blend confidently. This book is for your child to read to you using their phonics knowledge.
- Your child will receive a Library book which you can read to them.
- All books need to be returned on Monday.
- You can use oxford owl to read online books from our Phonics scheme.

# Writing

- Power of mark making
- Believing in your self as a writer
- Understanding that marks carry meaning
- Give reasons to write

## Physical Development

### ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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### ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

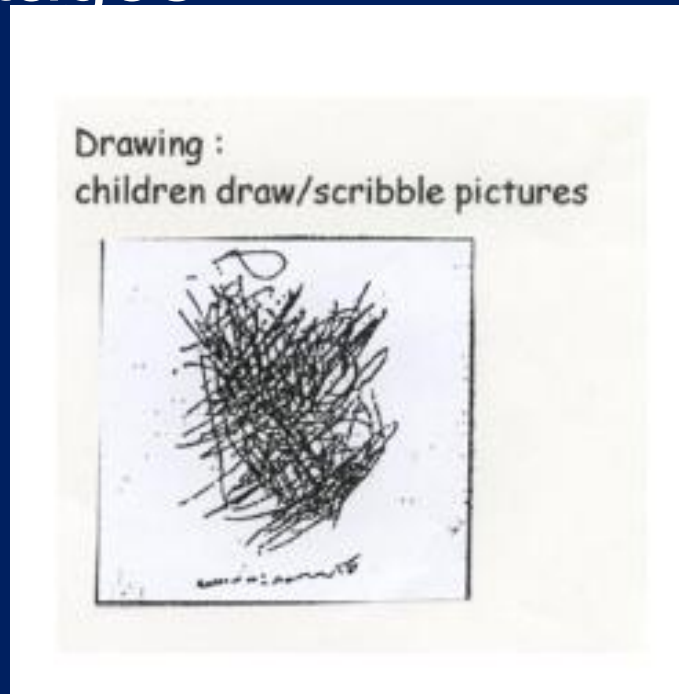
## ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
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- Write simple phrases and sentences that can be read by others.

# Emergent Writing

- Different stages



# Emergent Writing

Random scribbling :  
children scribble and can say  
what their marks mean.



# Emergent Writing

Controlled scribbling:

Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing.



# Emergent Writing

Letter like forms :

Children use unconventional letter forms and familiar symbols such as circles but Still give meaning to their writing.

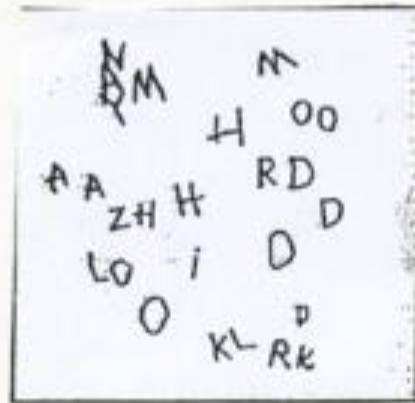




# Emergent Writing

Random letters :

Children begin to use random letter shapes to convey meaning.



# Emergent Writing

Patterned letters :

Children begin to use strings of unrelated letters, sometimes the letters from their name appear.



# Emergent Writing

Invented spellings:

Children begin to use some correct isolated sounds in their writing.



# Emergent Writing

Conventional Writing:  
Children are able to write  
with correct or near correct  
spellings.



# How we keep a record of Reading and Writing at Lady Royd

- Tapestry
- Essential letters and sounds book
- Teacher knowledge!
- Reading files

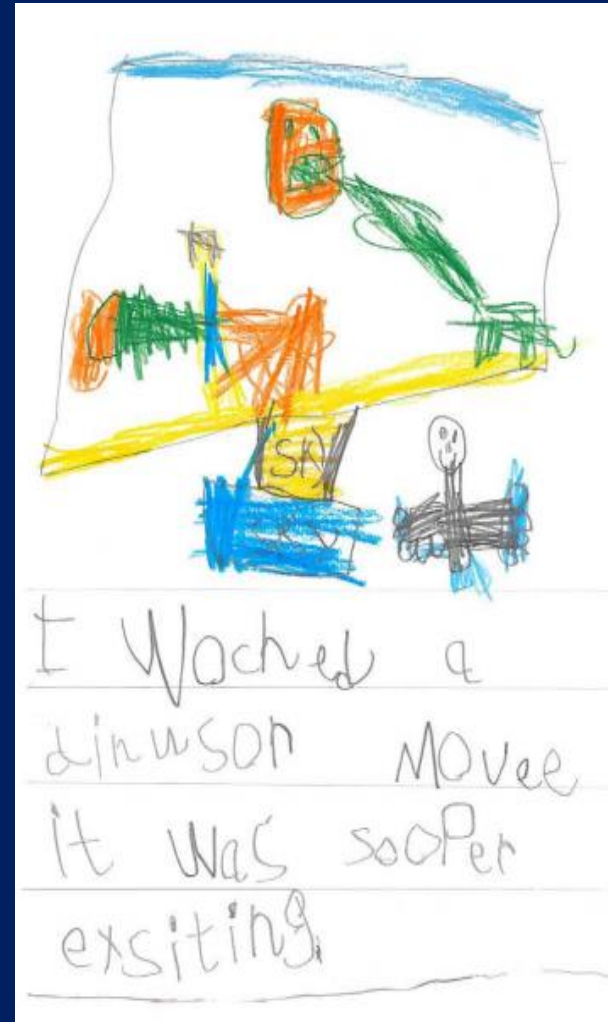


Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote!  
'Pleze doant BRak the casle' (Please don't break the castle)



As he wrote he turned round to tell me, "This very important and special!" He proudly placed his notice on the castle and stood 'on guard.'

pleze doant  
BRak the  
casle



# Writing top tips

- A child's writing is never wrong
- If a child says they have written something then they have. **THEY SHOULD KNOW!**
- Help your child to believe in themselves as a writer.
- Give them good reasons to write at home
- Show them a sound mat to use.
- Ask them to read and spell the tricky words.
- Make it as independent as possible.
- Gross and fine motor skills.
- Make it as exciting as possible.
- Make writing purposeful.
- Practice, practice, practice.
- Try and try until you get it....right (resilience).

# Reading top tips

- Practise the sounds
- Read with or to your child daily!
- Talk to your children about things around them and things they may be interested in to extend their vocabulary.
- Ask them to read and spell the tricky words.
- Be a reading role model – show your child you are reading the newspaper, shopping list, signs etc.
- Use oxford owl
- Use the phonics presentations



Any questions?....

Thank you for joining.

**Please take a few moments to  
complete our feedback form  
or feel free to send me an  
email with any feedback!**