

# EY2 Reading and Writing Workshop

March 2017

# Morning routine

- \* Busy fingers (Tuesdays and Fridays read with your child).
- \* Please ensure your child brings their reading book and diary with them everyday.
- \* A whistle will be blown at 8.50am and the children will be asked to line up calmly and quietly with all of their belongings.

# Phonics

- \* All of the sounds the children will learn this academic year have now been taught.
- \* Please practise sound books and flash cards at home at **least three times a week** (Thank you to all those who have been filling in the grid at the back of your child's sound book this is extremely useful for us to know which sounds they are remembering at home).
- \* Little and often
- \* Random order
- \* Flash cards (no visual clue)
- \* Summer term we will be using all of the sounds we have learnt to write words and sentences. The children will also be learning to name the letters of the alphabet and practise forming capital letters as well as lower case letters.

# Reading Books

- \* The children will continue to bring home two reading books a week (please sign/comment to show us that your child has read their book).
- \* Types of books – phonics books and high frequency/tricky word books.
- \* End of term we will look at moving the children on to the year one scheme in preparation for year one.
- \* Look for digraphs and trigraphs in words. For example, r-ai-n (not r-a-i-n), n-ear (not n-e-a-r).
- \* In addition to phonically decodable words, high frequency and tricky words in books are just as important. Please practise reading tricky word flash cards as often as possible at home (more will be sent home in the coming weeks).

# Reading Early Learning Goal

- \* In order to consolidate your child's knowledge of sounds and tricky words it is a good idea to encourage them to write different words/sentences.
- \* Expectation is to use their knowledge of phonics and recognition of tricky words to read and understand sentences.
- \* ELG 09 Reading: 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.

# Writing Early Learning Goal

- \* ELG 10 Writing: 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.
- \* The expectation is that children will write **phonetically plausible sentences** that can be read and understood by themselves and others. For example,
- \* My baibee cuzn can not run or jump. (Avoid jup)
- \* It is a light sunee dai. (Avoid L – I - T)
- \* Summer term spelling tests 😊 Lists of spellings will be sent home.

# Homework

- \* No formal homework BUT we need to value our EY2 homework
- \* Reading books
- \* Sound books
- \* Sound flashcards
- \* Tricky word flashcards
- \* Spellings
- \* Writing simple sentences at home (sentence starter cards)
- \* Exposure to different texts

# Mention of Maths 😊

- \* Children's early maths skills are also extremely important and can be encouraged through number recognition and counting games such as, snakes and ladders and card games.
- \* ELG 11 Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- \* ELG 12 Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

# End of Year Assessment

- \* During the summer term all of the children in EY2 will be assessed against the Early Years Profile.
- \* 17 ELG which cover all seven aspects of the Early Years Curriculum.
- \* A copy of your child's assessment will be given to you to inform you of whether your child has met 'expected level'.
- \* Emerging, Expected or Exceeding is informed by your child's learning journal and the work they have completed in adult led activities throughout the year.
- \* A short report based on how you child learns will also be given to you.

# THANK YOU!

- \* Working in partnership with you as parents is hugely influential in your child's education.
- \* We appreciate you all have busy lives and schedules but if you could spare 5-10mins a day reading with your child or looking at sounds or writing tricky words, it really can make a massive difference! Little and often is key 😊
- \* Once again **thank you** for your support and dedication to your child's education.
- \* Any questions?