ENGLISH AT WINCHEAP
English at Wincheap

At Wincheap we like to take a creative and fun approach to the teaching and learning of all English skills including reading, writing, speaking and listening, spelling and also handwriting.
Children will be taught to:

- To read and understand simple sentences
- To use phonic knowledge to decode regular words
- To read some common irregular words and demonstrate understanding when talking with others about what they have read.
SYSTEMATIC SYNTHETIC PHONICS
What is Phonics?
Phonics is all about equipping children with...

Skills for reading and spelling + Knowledge of the alphabet

To create independent and able readers
At Wincheap, we follow the Letters and Sounds Phonics programme.

Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases which are taught across KS1.
‘Strange’ phonic terms your child will learn at school:

**Phonemes:** The smallest units of sound that are found within a word.

**Grapheme:** The spelling of the sound e.g. /ee/ or /ea/

**Digraph:** Two letters that make one sound when read e.g. th

**CVC words:** Stands for consonant, vowel, consonant.

**Trigraphs:** Three letters that make one sound e.g. air
Saying the sounds — It’s important to get it right!

Sounds need to be articulated clearly and precisely to aid learning.

Words need to be broken down into their ‘pure’ sounds to enable children to read them precisely. There are lots of videos online to help parents to learn how to pronounce the ‘pure’ sounds needed to break down words. Just type ‘Phonics pure sounds’ into Youtube. This is very different to how we would have learnt at school!
PHASE 1
Phase 1: ‘Getting ready for phonics’

1. Tuning into sounds
   - Environmental
   - Instrumental sounds

2. Listening and remembering/repeating sounds
   - Body Percussion
   - Music and movement

3. Talking about sounds
   - Rhythm and rhyme
   - Sound effects
   - Speaking and listening skills
   - Alliteration
   - Voice sounds
   - Oral blending and segmenting.
Phase 2
Phase 2: Learning phonemes to help read and write simple words

- Children will learn their first 19 phonemes:
  
  **Set 1:** s a t p  
  **Set 2:** i n m d  
  **Set 3:** g o c k  
  **Set 4:** ck (as in duck) e u r  
  **Set 5:** h b l f  
  ff (as in puff)  
  ll (as in hill)  
  ss (as in hiss)  

They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.
Your children will learn to use the term:

Segmenting

- Children need to be able to hear a whole word and say every sound that they hear.
Phonics breaks down words into their **pure** sounds.

These are called sound buttons and they show that this is one sound.

This is known as **Segmenting** (breaking down the word into separate sounds).
Segmenting

See

See

This sound is a digraph (it is represented by two letters but makes one sound).
Your children will learn to use the term:

**Blending**

- Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word.
Blending
Building words from the pure sounds to help to read.

\[ \begin{align*}
\text{c a t} & \quad \text{\textbullet \ 	extbullet \ 	extbullet \ 	extbullet}
\end{align*} \]

\[ \text{cat} \]
Blending

See

See
SOUND BUTTONS

Cat

Fish
Can you have a go at breaking down these words into their pure sounds?
There are many words that cannot be blended or segmented because they are irregular.

We call these ‘tricky words’ and we learn these separately.
Phase 3

Keep Calm
we're moving up
Phase 3: Learning the long vowel phonemes

• Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.

• They will then learn another 26 phonemes:
  • j, v, w, x, y, z, zz, qu
  • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

• They will use these phonemes (and the ones from Phase 2) to read and spell words:
  chip, shop, thin, ring, pain, feet, night, boat, boot, look, farm, fork, burn, town, coin, dear, fair, sure
Your children will learn to use the term:

**Trigraph**

This means that the phoneme comprises of three letters:

  e.g. igh, ear, ure
Is there anything you can do at home?

Yes

Promoting a love of reading by sharing a range of books together is one of the best ways to help your children’s reading at home.
Don’t forget...

Learning to read should be fun for both children and parents!

That’s why we try to ensure that any phonics books we send home are carefully matched to ensure that your child can read them before they go home.

This way they can show off their reading skills at home, confident that they can already read the book they have been given.
Early Writing in Reception

Children will learn to:

• Hold a pen/pencil correctly
• Form individual letters
• Use phonic knowledge to write words that match their spoken sounds
• Write some irregular common words
• Write simple sentences which can be read by themselves and others
Handwriting

Handwriting

Handwriting

Handwriting

Handwriting

Handwriting
Start with gross motor skills

Why are gross motor skills important?

• Gross motor skills are important to enable children to perform everyday functions, such as walking, running, skipping, as well as playground skills (e.g. climbing) and sporting skills.

• Gross motor abilities also have an influence on other everyday functions. For example, a child’s ability to maintain table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting) and sitting upright to attend to class instruction, which then impacts on their academic learning.

• Gross motor skills impact on your endurance to cope with a full day of school (sitting upright at a desk, moving between classrooms, carrying your heavy school bag).
Activities:

- Activities that can help improve gross motor skills include:
- Hop Scotch for hopping, or other games that encourage direct task/skill practice.
- Simon Says for body awareness and movement planning (praxis).
- Wheelbarrow walking races for upper body strength.
- Unstable surfaces: Walking/climbing over unstable surfaces (e.g. large pillows) as it requires a lot of effort and increases overall body strength.
- Catching: Begin catching with a large ball/balloon and only after the skill is mastered, move to a smaller sized ball.
- Balancing: Standing with one foot on a ball while catching another ball (encourages balance while practicing catching and throwing).
- Obstacle course: Age appropriate obstacle course completion.
- Playground climbing and swinging.
- Swimming
Then on to the fine motor skills...

What are fine motor skills?

Fine motor skills involve the use of the smaller muscle of the hands, such as when doing up buttons, opening lunch boxes or using pencils or scissors.

Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.
Activities:

- Finger painting
- Cutting with scissors
- Manipulating zips/buttons/poppers
- Using tweezers to pick up items
- Making pasta necklaces
- Threading beads onto string
- Rolling playdough
- And lots more!
The next step...

Introduce patterns...
How?

• Start with large tools to practice e.g. sticks in sand, fingers in foam, paintbrushes, chubby pens...

• Then move to smaller writing instruments to perfect and teach ‘pencil grip’ to improve and refine fine motor skills.
Then slowly introduce letters...
abcdefghijklmnopqrstuvwxyz
Why is handwriting important?

There is a high emphasis on handwriting in parallel to children’s writing in the National Curriculum.

The curriculum states that by the end of Year 2 pupils should be taught to:

• form lower-case letters of the correct size relative to one another
• form the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
• use spacing between words that reflects the size of the letters.

And that by the end of Year 6 pupils should be taught to:

• maintain legibility in joined handwriting when writing at speed by:
• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
• choosing the writing implement that is best suited for a task.
What does it look like in action?
What does it look like in action?
What does it look like in action?
What does it look like in action?
What does it look like in action?

I watch TV

I eat lunch

I go to bed
APPROACHES TO WRITING

The emphasis in Reception is to write for **pleasure**. Children are equipped with all the skills they need to be able to experiment with writing but they are not ‘forced’ to write. They are instead given opportunities to write about topics that are interesting them at the time, both with adult support and guidance and without.
At the weekend, I went to the beach to shop and I got some Elmer's paint.
Examples

I want to go.

Me and Isabella and
my sisters Sophia
and Sara go to Ronald.

I want to Ronald.

So P/u.

I sober

Rum and
Hello this please come to China class assembly it will be in the KS2 hall for all family 76-17 INVITE TO CHINA CLASS ASSEMBLY.
I went to Russia...
While all of this is going on...

Your children will be having an awesome time exploring the world around them whilst developing their social skills and constantly adding to their vocabulary through speaking and listening all day long.

They will be exposed to fabulous books, which will be both read to them during carpet time and read by them.

They will slowly begin to perfect their writing skills and eventually be able to produce sentences and even mini stories with growing independence.

Their errors and successes will be celebrated as they begin their journey to becoming independent readers, talkers and writers!

And before you know it they will be in Year 1!
But most importantly of all, they will be having fun!
Please don’t hesitate to ask us if you would like further information or if you have any questions 😊
Thank you for your time 😊