



# Welcome to our...

## Reading and Writing Meeting





# Reading



# Read, Write Inc...

## Daily letter sound teaching

### Letter sounds NOT names...

Children are taught to say the sound of each letter before they learn the name because teaching letter names will not help your child learn to read.

All sounds are taught using a 'picture and patter' method to help the children remember the correct formation of the letter for writing.

### My Turn, Your Turn...

Let's play and see how you get on!



# Letter Sounds at Home...

Playing 'My Turn, Your Turn' at home!

- Cut up and keep the letters in the sound bag
- Shuffle the cards and play at home
- Please remember sounds NOT names
- Use 3 sound cards to build and read words  
(if you can't think of your own use the GREEN WORD LIST)



# Blending Sounds...

Reading simple words at home!

This is a skill that some children pick up quickly and for others it takes more time...

Practise, practise, practise!

Don't forget... "My Turn, Your Turn"





# Oxford Reading Tree...

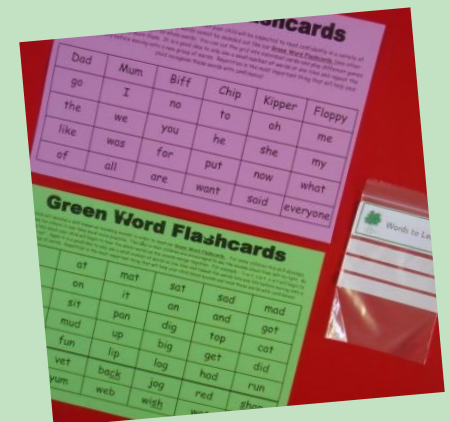
## Character Names and Keywords

**Please practise character names at home!**

Children need to recognise all the character names with confidence before they can move onto a story with words.

**Please practise keywords at home!**

Children need to recognise lots of these keywords with confidence to help them read books with more fluency.



# Individual Readers...

## Information for parent helpers

### Introducing a story!

Make sure you know the child's name and are both sitting somewhere comfortable before starting.

- Start by both 'looking' at the front cover.
- Make a comment 'I can see a purple wooden house' and wait to see if the child wants to offer their own response about something that they can see.
- Ask a question about the front cover 'what do you think the story is about? Who do you think is going to be in this story? Where is the story happening? Why is the...eg. *monster pushing a wheelbarrow/boxes?*
- You read the title and ask the child to repeat using 'my turn, your turn'.

## **Quality Storytime!**

Make sure the teacher has identified whether the child is 'fluent reader' or an 'developing reader'.

- Ask the child to open the book/turn pages.
- Make regular 'storytelling comments' about the pictures... eg 'the yellow monster puts the wooden door onto his house.' and wait to see if the child wants to offer their own response (them making sense of the events in the story).
- Ask questions for different purposes...
- Recall - 'What happened to the monster?
- Understanding - Who is building a house?
- Understanding - What is the monster using to build his house?
- Prediction - Why is the monster building a house?
- You or the child attempts to read the words on the page and throughout the book.

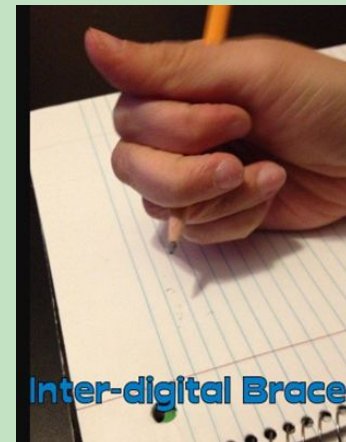
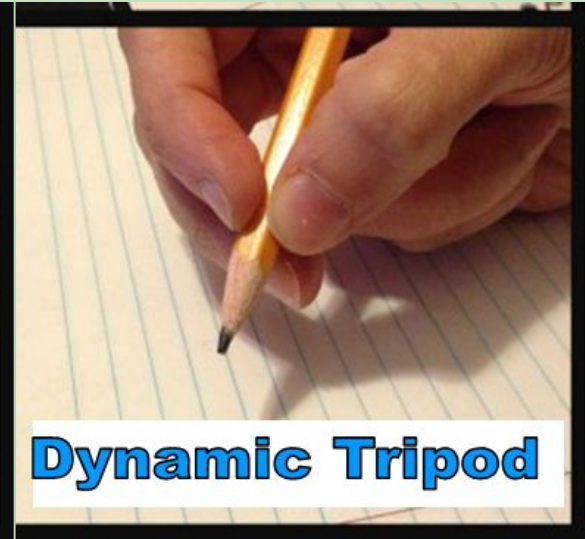
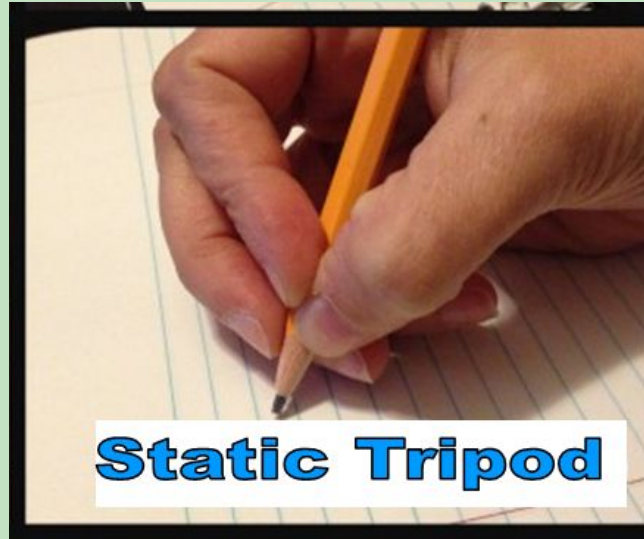




# Writing



# Pencil Grip & Control





# Early Learning Goal in 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.**



# Early Learning Goal in 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.**



**Thank you for Attending!**

**We look forward to working with you  
and your child to help them become  
confident, fluent readers and writers.**

Please take this opportunity to look  
through your Reading Packs  
in more detail and ask any  
questions that you may have.