

Phonics for Writing

Parent Workshop



Before a child can write...

- They need gross physical strength
- They need to be able to hold up their own weight (push ups/cobra yoga position)
- They need good fine motor control

Development Matters

- Literacy is one of the seven areas of learning

- Contains reading and writing

30-50 months (EY1)

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places

Development Matters Cont.

40-60 months (EY2)

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.

Development Matters Cont.

- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

EYFSP

By the end of EY2 the children are assessed against the Early Years Foundation Stage Profile and should be able to achieve some or all of this statement...

Early learning goal

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.

Writing in Year 1

- Writing a series of sentences usually connected by 'and'
- Sentences demarcated with full stops and capital letters (sometimes!)
- Using descriptive language e.g. size, colour or simple emotion
- Ideas sometimes in appropriate order

Letter Names

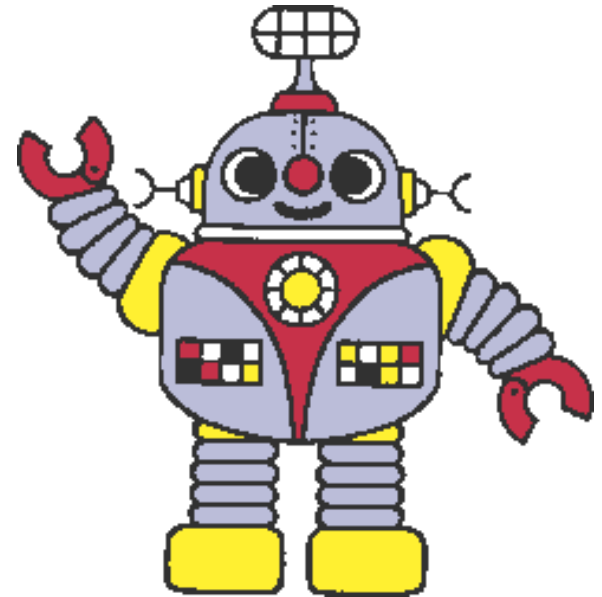
- As well as teaching the children the sounds the letters make we also teach them the letter names.
- For example the letter O makes the sounds 'o' and 'oo'
- Sing the alphabet
- Children should be able to name all the letters in the alphabet when they see them.

Phonics & Writing

- When children are first introduced to phonics they do not write.
- Instead they construct words using magnetic letters
- Words begin very simply with the few phonics they have learnt e.g. pin
- As they learn more sounds the variety of words becomes greater

Phonics & Writing Cont.

Robot arms are essential for segmenting the sounds within a word in order to write them down!



Phonics & Writing Cont.

- From Phase 3 onwards we move on to whiteboards and pens
- Use phoneme frames to help **segment** the sounds within a word



Phoneme Frames

Activity

Using the phoneme frame in front of you and your robot arms to write some Phase 3 and Phase 4 words.

y	u	ck			
---	---	----	--	--	--

th	e	m			
----	---	---	--	--	--

c

oin

p	r	i	n	t	er
---	---	---	---	---	----

Handwriting

ä b c d e f g h i

j k l m n o p q

r s t u v w

x y z

Tricky words

Some words cannot be sounded out and must be learnt instead.

Phase 2	
the	to
go	no
I	into

Phase 3			
he	she	we	me
be	was	they	all
you	are	my	her

Tricky words cont.

Phase 4				
said	have	like	so	do
some	come	were	there	little
one	when	out	what	

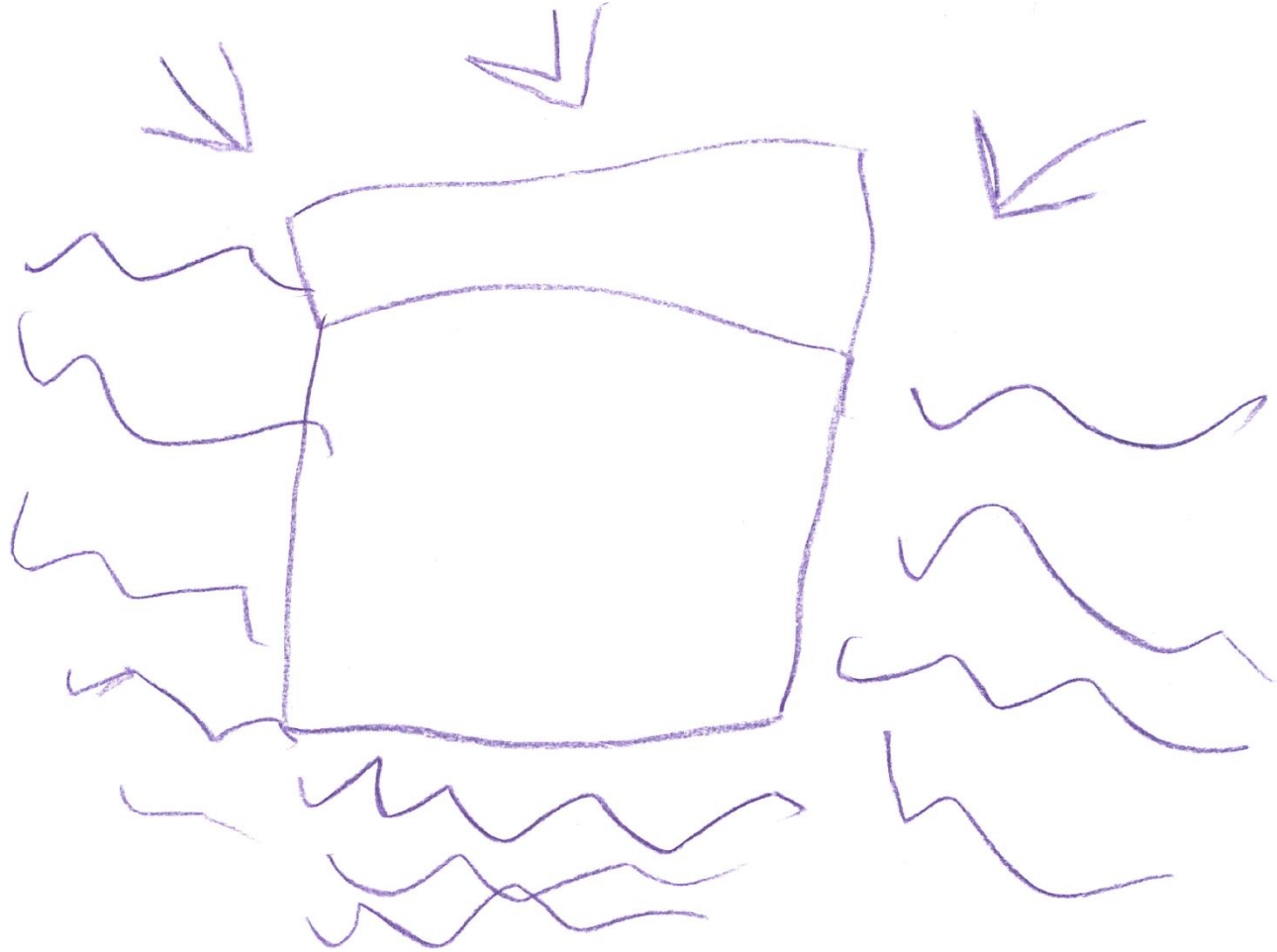
Phase 5		
Mr	Mrs	oh
their	people	looked
called	last	could

Examples of Writing



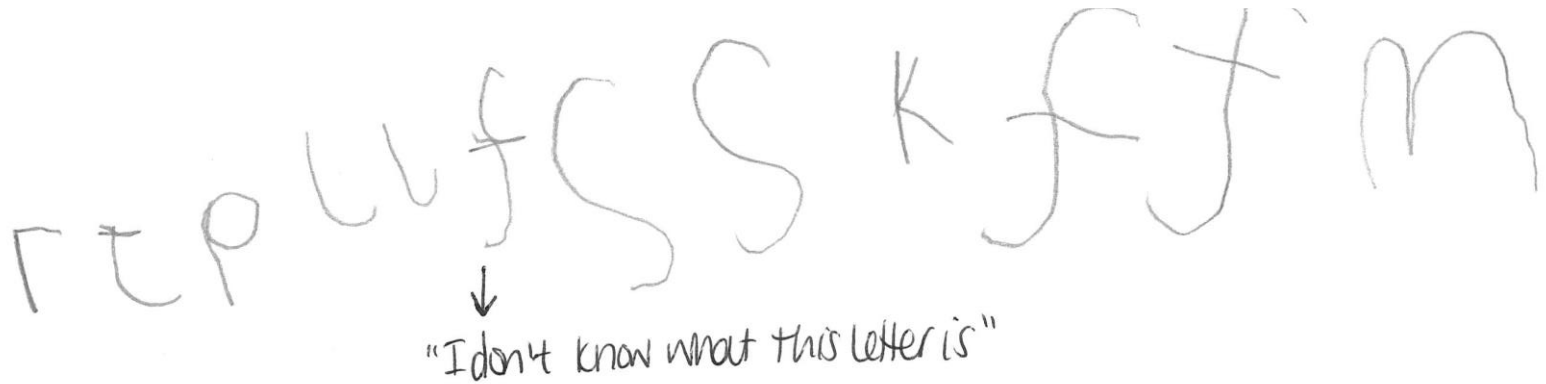
Early mark making – ascribing meaning to marks they make as they draw. This is a scarecrow.

Examples of Writing Cont.



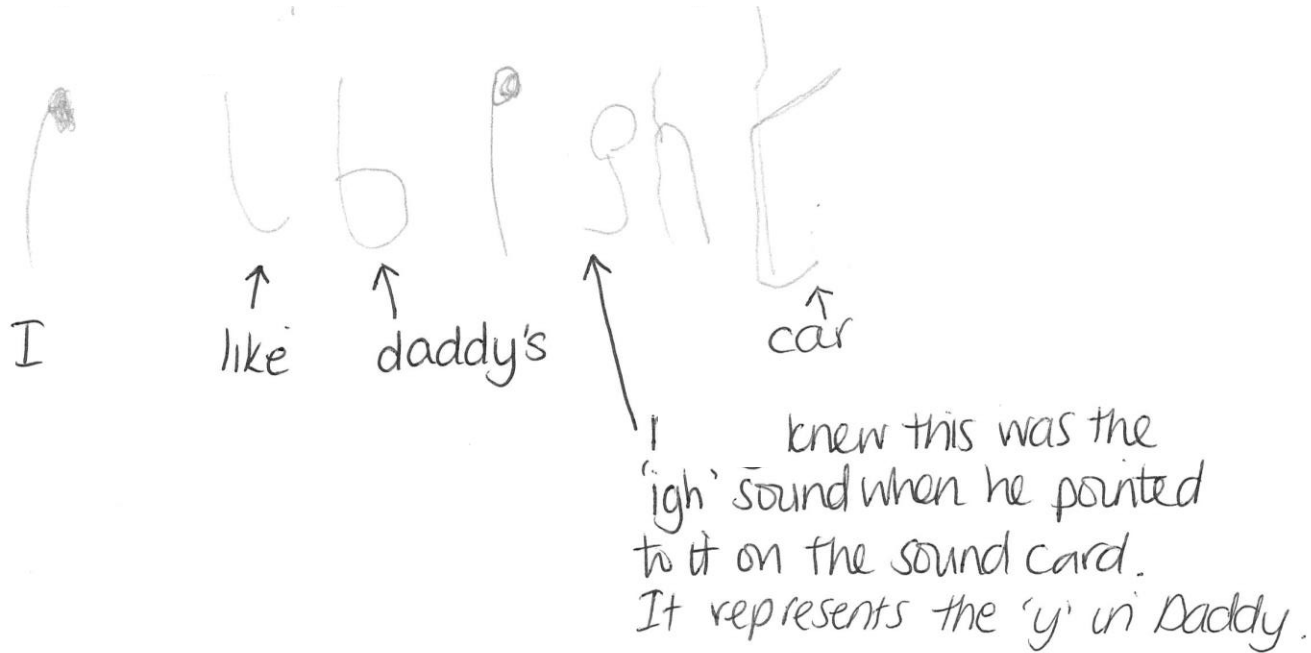
Gives meaning to marks – these are instructions for a game

Examples of Writing Cont.



Using clearly identifiable letters copied from a sound mat. The child is not yet able to give meaning to the letters asking the adult, "What does it say?"

Examples of Writing Cont.



Beginning to represent some sounds correctly in writing (mainly the initial sound).

Examples of Writing Cont.



Constructing a sentence and writing some sounds they can hear.

Examples of Writing Cont.



Hearing lots of sounds within words. At this stage it is not important whether the grapheme* is correct as long as the child has represented the sound (e.g. using 'ai' instead of 'ay' at the end of 'holiday').

**a way of writing down a sound*

Opportunities for writing at home

- Variety of pens and pencils of differing thicknesses
- Different types and sizes of paper (lined, notepad, coloured)
- Clipboard – children love them!
- Somewhere to write
- Sound card – they need to be able to see the sounds

Opportunities for writing at home cont.

When children first show an interest in writing you may need to scribe for them

- Shopping lists
- Thank you cards
- Invitations
- Stories (you can then read these at bedtime)
- Instructions

Opportunities for writing at home cont.

Examples of simple role play ideas at home:-

- Doctors/Vets – appointments, telephone messages, prescriptions
- Builder – DIY catalogue, clipboard, tape measure
- An old telephone and a pad of paper is all some children need. And don't forget the trusty cardboard box!

Opportunities for writing at home cont.

Use the phoneme frame provided to write with your child at home, using the phonemes that they are familiar with.

Encourage your child to write the sounds they can hear. It doesn't matter if they don't write them all!

Reading lots of different texts for enjoyment.

Oxford Owl
Help your child's learning

