

Literacy Workshop

Key Stage 1

Mrs Livingstone

Teaching and Learning Lead for
Years 3 and 4

Writing Lead

Areas of Literacy

- Reading
- Speaking and Listening
- Writing

Reading activity

Can you read this?

I cnduo't bvleiee taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcrnig to rseeerah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe.

Aaznmig, huh?

Reading

‘Children are made readers on the laps of their parents’

Emilie Buchwald

- Teaching reading: phonics
- Shared reading (books, magazines, ipads, SMARTboard, road signs, subtitles)
- Guided reading
- Genres: Fiction, non-fiction, poetry and plays
- Individual reading books at home and in school
- Library books
- Whatever interests them!

Reading

Supporting your child at home ...

- Focus on letter sounds and names, using their phonic skills
- Choose books that are interesting to your child
- Provide a comfortable area for reading enjoyment
- Set a routine time for reading that's not assigned, eg. at bed time or after dinner
- Reading Games - pretending to be the characters, using accents, hot-seating as the characters

Speaking and Listening

‘If you can’t say it, you can’t write it’

The Teacher Foundation

- Talking partners and Talk for Writing (Pie Corbett techniques)
- Circle time
- Focused discussion tasks
- Drama
- Role-play area
- Adult modelling

Speaking and Listening

Supporting your child at home ...

Talk to your child about the following:

- What they're learning in school (refer to the Parent Information Leaflet)
- How they are feeling
- What they like
- Events and upcoming plans
- Ask questions and encourage your child to ask questions.

Writing

‘The act of writing brings with it a sense of discovery, of discovering on the page something you didn't know you knew until you wrote it.’

Charles Ghigna

- Teaching writing: mark-making, experiment with letter formation, moving on to the joining of letters
- Modelled/Shared writing
- Writing for a purpose
- Different genres
- Grammar Handout
- Spelling Handout
- Handwriting Handout

Writing expectations at the end of Key Stage 1

Working towards the expected standard

The pupil can, after discussion with the teacher:

- ▶ write sentences that are sequenced to form a short narrative (real or fictional)
- ▶ demarcate some sentences with capital letters and full stops
- ▶ segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making
- ▶ phonically-plausible attempts at others
- ▶ spell some common exception words*
- ▶ form lower-case letters in the correct direction, starting and finishing in the right place
- ▶ form lower-case letters of the correct size relative to one another in some of their writing
- ▶ use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- ▶ write simple, coherent narratives about personal experiences and those of others (real or fictional)
- ▶ write about real events, recording these simply and clearly
- ▶ demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- ▶ use present and past tense mostly correctly and consistently
- ▶ use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- ▶ segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- ▶ spell many common exception words*
- ▶ form 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- ▶ write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- ▶ make simple additions, revisions and proof-reading corrections to their own writing
- ▶ use the punctuation taught at Key Stage 1 mostly correctly^
- ▶ spell most common exception words*
- ▶ add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- ▶ use the diagonal and horizontal strokes needed to join some letters.

Writing

Encouraging your child to write at home

- Adult model writing (Shopping lists, invitations, cards)
- Encourage your child to write... stories, sequels and prequels, diaries, scrap books, poems and research homework
- Encourage use of lower case and remember to use capital letters where appropriate, especially their own name!
- Have fun with writing so they can develop good habits for the future

► Websites

- Here are just a few websites which cover reading, writing, grammar, phonics, spelling and punctuation skills which can be practised on a laptop or tablet at home.

- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

- http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml

- <https://www.bbc.com/bitesize/subjects/zgkw2hv>

- <http://www.primaryhomeworkhelp.co.uk/literacy/>

- <http://www.ictgames.com/literacy.html>

- <https://www.phonicsplay.co.uk/SoundStimuli.html>

- <https://www.oxfordowl.co.uk/for-home/>

*Thank you for
coming*

Any questions?

Evaluation forms