

# Teaching reading and writing at Ivy Chimneys



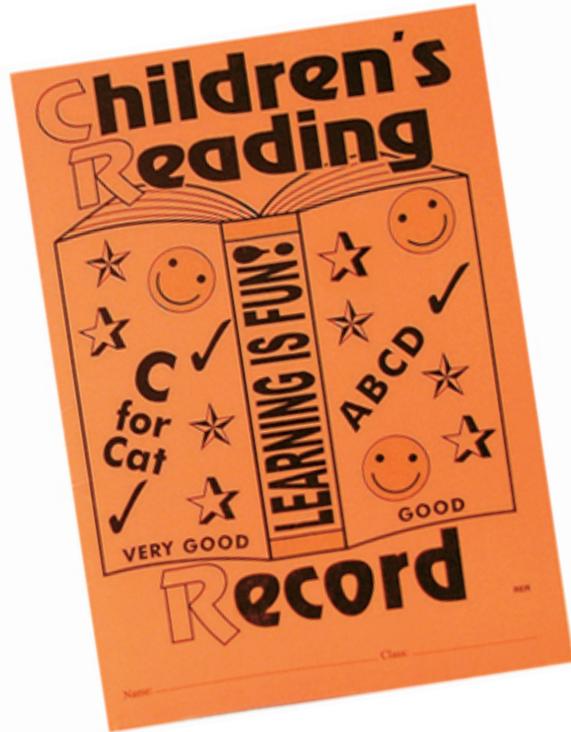
# Supporting reading at home

- Use their finger to point along
- Say the sounds in sequence
- Say them quicker together/ blended together

**Eventually they will hear the word!**

- Repeat the sentence back to them once they have read it. Gradually they'll be able to do this independently.

# Reading Record



Your child's reading record will need to be signed weekly.

If it is not signed, then we will not know if your child has read aloud and therefore cannot change their book.

|  |                         |  |
|--|-------------------------|--|
| <p><i>18<sup>th</sup> October 2017</i></p> | <p><i>Sam's pot</i></p> | <p><i>Jonathan sounded out the words with some confidence and told me that Sam was painting. He struggled a little with 'd' and 'the'.</i></p> |
|--|-------------------------|--|

# Tricky words

There are some words that can't be sounded out which we call our 'tricky words'. (Such as I, no, go, to, the)

These will be gradually added to your child's word pot for you to practice them at home. Please encourage them to read these words by sight.

# How can you extend?

Once your child is reading fluently, encourage them to...

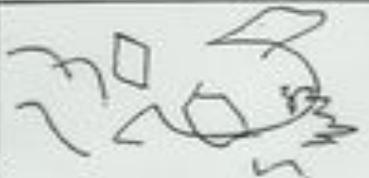
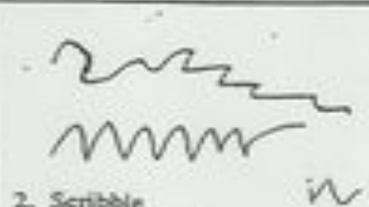
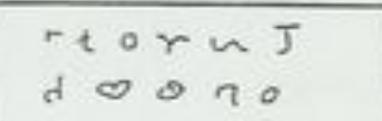
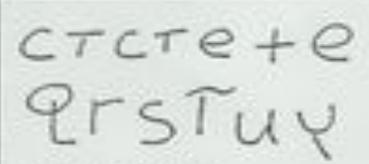
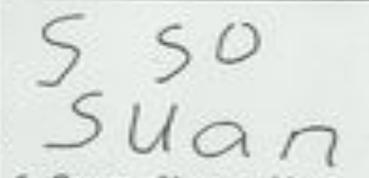
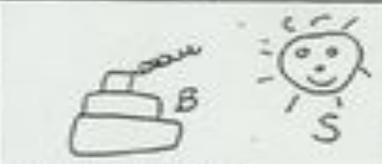
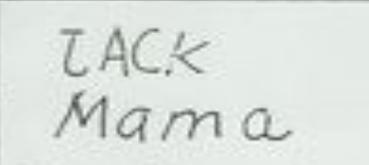
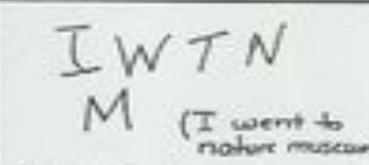
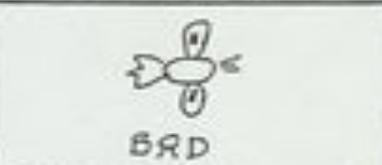
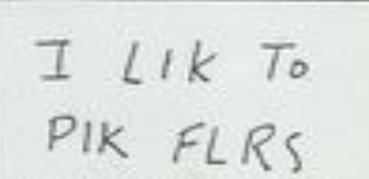
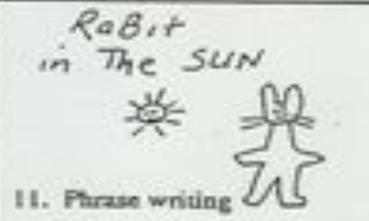
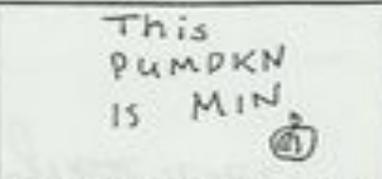
- Talk about what they can see in the pictures
- Guess what might happen next
- Repeat the sentence back to you
- Read with some expression (particularly if there's a question mark or exclamation mark)

# The stages of writing

|   |  |
|---|--|
|    | <p>I am not just scribbling,<br/>I am mark making.</p>   |
|    | <p>I'm identifying what print looks like<br/>in books, and I'm imitating it with<br/>my first letters.</p> |
|    | <p>I can reproduce true letter forms,<br/>and string them together in a<br/>random order.</p>              |
|   | <p>I am copying words I see.<br/>Some I understand,<br/>some I don't.</p>                                  |
|  | <p>I understand every letter has a<br/>sound, I am beginning to use<br/>invented spelling.</p>             |

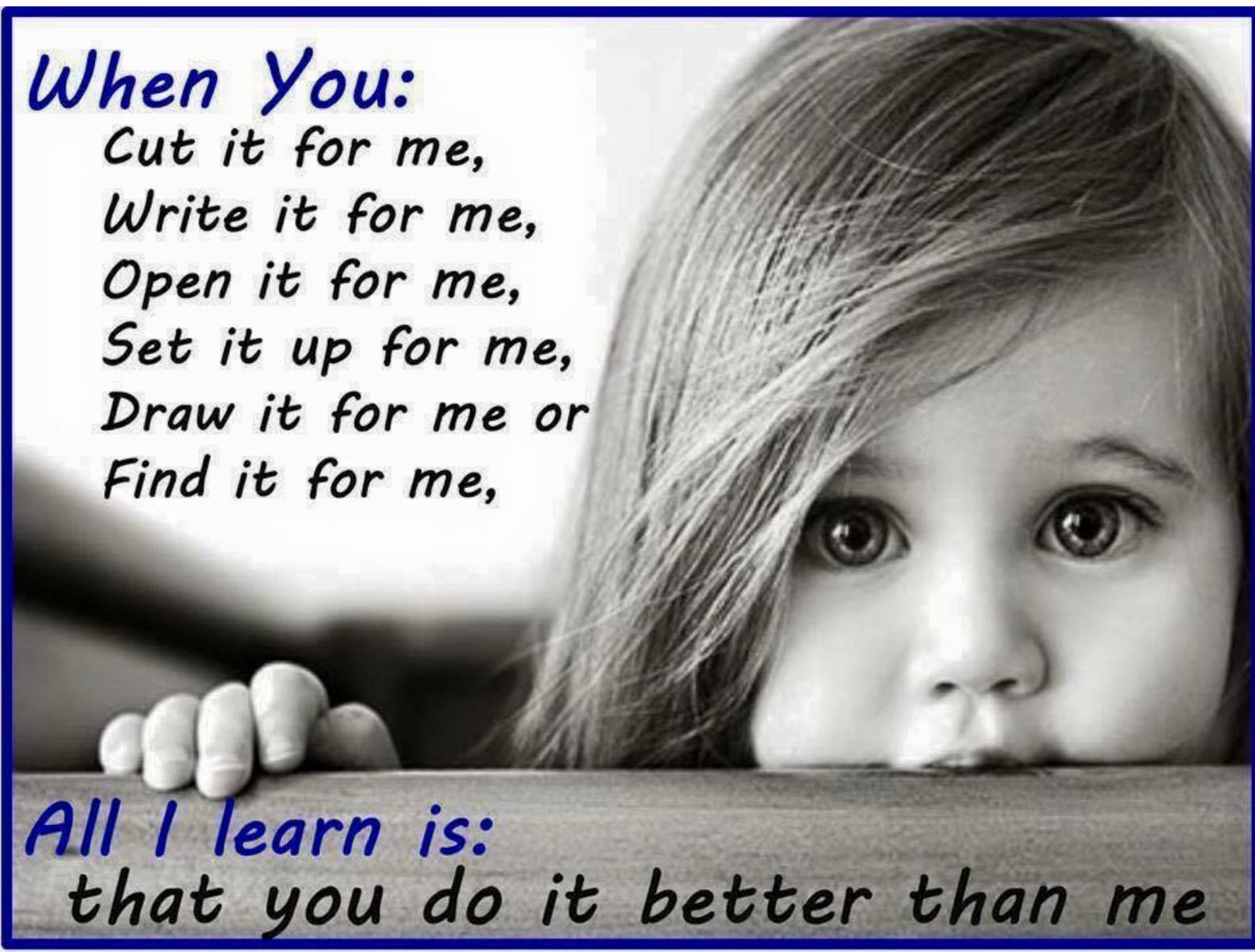
# Evolution of a Child's Writing

(Drawings are an important part of a child's writing and often a child will repeat the theme of his writing or drawing on subsequent pages)

|  |  |   |
|--|--|---|
|  <p>1. Scribble Stage<br/>(Starting point any place on the page)</p>                          |  <p>2. Scribble<br/>(Left to right progression)</p>                  |  <p>3. Mock Letters<br/>(Can be personal or conventional)</p>            |
|  <p>4. Letter Strings<br/>(Left to right and progressively downward)</p>                      |  <p>5. Groups of letters with space in between to resemble words</p> |  <p>6. Picture Labeling<br/>(Matching beginning letter to sound)</p>     |
|  <p>7. Copies Environmental Print</p>   |  <p>8. Uses first letter of a word to represent the word</p>         |  <p>9. Uses beginning letter and ending letter to represent the word</p> |
|  <p>10. Hears medial sounds<br/>(Writes word with beginning, medial and ending letters)</p> |  <p>11. Phrase writing</p>   |  <p>12. Whole sentence writing</p>                                     |

# note...

- Building a culture of writing
- Encourage them to hold their pencil with control
- Writing in lower case (with capitals for beginning of names or at the start of a sentence only)
- Forming letters as they're formed in school (on the back of the cards in the Letters and Sound pot).
- Let them sound the words out themselves. If you don't think we will be able to read it, you can add a post it afterwards.
- There's more benefit in letting your child sound out and write words themselves (even if they're spelt wrong) than copying your writing.

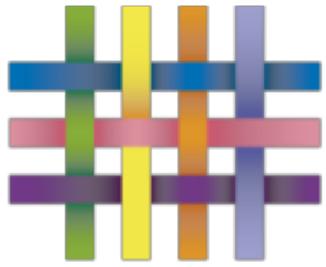


*When You:*

*Cut it for me,  
Write it for me,  
Open it for me,  
Set it up for me,  
Draw it for me or  
Find it for me,*

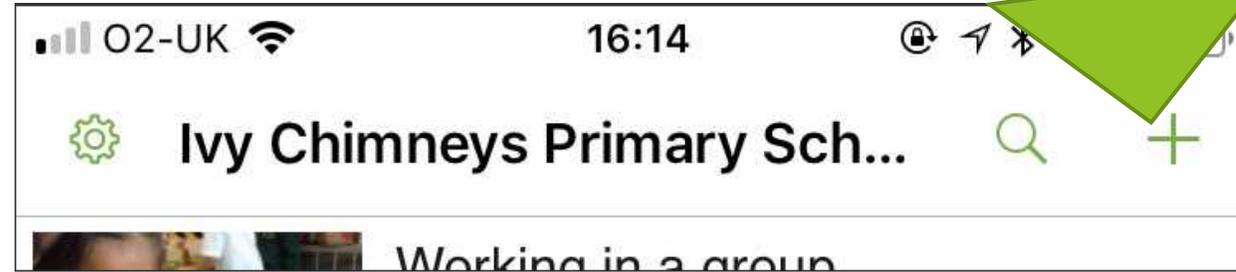
*All I learn is:*

*that you do it better than me*



**TAPESTRY**  
ONLINE LEARNING  
JOURNAL

# Tapestry



Title

Observation

Observation



Take photo



Capture video



Choose from library

# Class Dojo



A new tool to enhance communication between parents and teachers

- Fantastic for:
  - Quick reminders from teachers about upcoming events
  - If you'd like to arrange a meeting with us
- Not for Class Dojo:
  - Absence – use the office and absence line
  - Home time arrangements – we often won't have the time to check Dojo during the school day
  - Anything important or urgent – this must go to the office
  - Sensitive discussions/ anything that would require a face to face conversation
- Please try not to Dojo us at weekends, holidays or weekdays after 6pm. Please appreciate that we might not reply.
- Please don't expect to get a response straight away