

## Read Write Inc Phonics

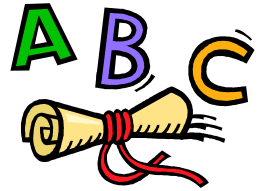
This programme uses a synthetic phonic approach in the teaching of reading and writing. Each step of the learning process is constantly revisited for the purposes of reinforcement. The children are taught as a whole class using an interactive teaching approach.



## Learning the Letter Sounds

All words are made up of sounds. There are 40+ sounds in English but only 26 letters that are used to represent these sounds. For reading and writing the children need to be fluent at saying the sounds that go with the letters.

Young children learn particularly quickly when there is an activity involved. By doing an action for each letter sound, the children are using body movement, ears, eyes and speech, to help them remember. This multi-sensory approach is a very effective way of teaching, as well as being fun for the children.



In addition, each sound is drawn in the shape of a picture. For example, s-snake, a-apple, d-dinosaur. Each letter also has a handwriting phrase to help your child practise its formation. For example, d-dinosaur, "round his bottom and up his tall neck." Once your child has learned a few sounds they will begin to read words.



Fred, our toy frog can only say the sounds in a word and needs your child to help him read the word.

Fred says m-a-t, we say m-a-t mat.

Fred says f-i-sh, we say f-i-sh fish.

Your child will have many opportunities to practise their blending skills, using magnetic letters, speed sound cards and green word cards.

The result is that children become competent readers much sooner, and can use all these letter sounds to produce more expressive independent writing at a much earlier stage.

# Letter Groups

Set 1 speed sounds. These are sounds written with one letter.

m a s d t

i n p g o

c k u b

f e l h r

j v y w

z x

Sounds written with two letters (we call them "special friends").

sh th ch qu ng nk ck

**Important:** We say 'mmmm' not 'muh' and 'llll' not 'luh' when teaching the sounds. This really helps when they learn to blend sounds together to read words.

Your child will continue to progress by learning more complex sounds.

ay ee igh ow oo ar or air ir ou oy ... (Set 2 & 3 speed sounds.)

As your child progresses through the phonics programme they will begin to read "Dittys" and books containing words made up of the sounds they have learned.

# Learning Letter Formation

For young children to learn fluent, neat handwriting they need to be taught how to hold their pencil, and form their letters correctly. Early mastery is well worth the extra effort. It is much better to get it right from the start.

## Pencil Hold

The pencil rests between the thumb and the first finger, the next finger prevents the pencil falling down and the last two fingers are tucked away.

The hand rests on the table and the movement of the pencil is through the thumb and first finger. It is important that the knuckles point outwards.



## Capital Letters

The Lower case formation is concentrated on in the beginning. Later, the formation of the capital letters is taught. Capital letters are all the same size as the tall letters. Capital letters do not join.

# Joined-up Writing

Children are encouraged to use joined handwriting early on. It is recommended because not only do the children develop greater fluency in their writing, but it encourages better spelling. The children feel how the letters go together by writing the word in one continuous movement, which reminds them to put the letters in the correct order. By first learning to form the letters with the joining tails, children more naturally progress to joined-up writing.



# Oxford Reading Tree

The approach of the *Oxford Reading Tree* to the reading process is 'top down' so that meaning and story come first. Once the children have talked about, read and enjoyed a complete story, there can be a focus on word recognition.

Within the natural-sounding text there are a number of words that are frequently used, these are called 'key words'. Children will learn to use cues and clues from the story, from their evolving understanding of grammar and from their increasing ability to recognize words and phonic patterns. As children grow into fluent readers they rely less and less on the cues and clues which prompt their early attempts at reading.

When the children first attempt to read the story, their words may be close, but not identical, to the actual text used in the storybook. This reading should be welcomed as the children have used the pictures and text to make meaning of the story.

Most children will start guessing the words in the stories quite early on. They will gain a great deal of satisfaction from being able to retell the story, quite rightly associating this ability with beginning to read.

Some children will be able to learn the sentences 'off by heart' and will say them from memory, not even looking at the line of text.

Experience has shown that the *Oxford Reading Tree* works best if parents and school work in partnership with the child.

Your child will eventually be bringing a storybook home for you to read together.



Here's what to do

- \* Choose a quiet time to share the story.
- \* Look at the cover. Talk about what the story might be about.
- \* Look at the pictures in the storybook. Talk about them and tell the story together.
- \* If the storybook has sentences on the page, ask the child the guided response questions as the end of the extended story. These will help her/him read the sentences.
- \* Let your child read the story on her/his own.

At this stage

- \* Your child will use the pictures as a clue. Don't cover them up.
- \* Your child may guess the sentences. Don't try to stop this.
- \* Your child may learn the sentences off-by-heart. Don't worry if this happens.

The stories are fun to read with humorous drawings that adults usually like as much as children. Remember! Reading should be fun and you don't have to follow every step every time.



# Story Sacks

Your child will bring home a story sack weekly. These are for you to share with your child at a convenient time. Each story sack is different with over twenty to choose. There are activities, toys and information books as well. If any items are missing or broken please let us know as soon as possible. Story sacks can be returned as soon as you have finished with them. New story sacks will be issued on Fridays.



## Finally

This all sounds a great deal of work, but it goes in stages and is spread over a considerable period of time. Little and often is best. Your child may be tired after school but don't worry. It is better to leave it than push it too hard. There is no doubt that the effort on your part, at this stage, is well worth it.





## SEAL

### Numbers to 10

The work on Numbers to 10

- introduces counting set of objects
- recognises and writing the numerals
- introduces the sequence 0 to 10 and written names 'zero' to 'ten'
- introduces the ordinal forms 'first', 'second', 'third', 'last'
- begins to explore numbers to 20
- deals with copying, continuing and creating simple patterns
- emphasises the language 'more', 'less', 'same number', 'fewer', 'before', 'after' and 'between'

### Addition to 10

The work on Addition to 10

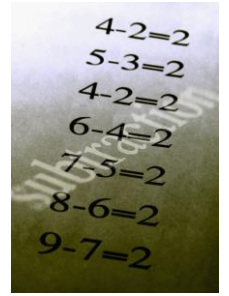
- introduces the concept of addition and the appropriate language
- deals with adding on one and two
- explores, consolidates and systematises addition facts to 10
- introduces 'doubles' and 'near doubles'
- encourages random recall of these facts



# Subtraction to 10

The work on Subtraction to 10

- introduces subtraction as 'taking away'
- explores then systemises subtraction facts to 10
- applies these facts and links them to addition
- introduces comparison involving 'how many more' and 'difference between'
- applies addition and subtraction facts to 10



# Numbers to 30

The work on Numbers to 30

- extends the number sequence to 30 and deals with counting sets of up to 20 objects
- introduces counting on and back in twos and threes, then odd and even numbers
- introduces the number names for eleven to twenty
- extends ordinal numbers to tenth and introduces the notation for 1<sup>st</sup> to 10<sup>th</sup>
- deals with ordering language 'after', 'before', 'between'
- deals with recognising the larger/smaller number in a pair
- deals with recognising the largest/smallest number in a set of three

# Mathematics

Sorting and Matching

The work in Sorting and Matching

- introduces sorting by colour, type, shape and size
- provides opportunities for selecting criteria for sorting
- matches pairs of identical or related objects

- matches sets one-to-one with members of another set

## Patterns and Sequences

- deals with copying, continuing and creating simple patterns

## Money

### The work on Money

- introduces language associated with money
- deals with recognition of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins
- deals with counting amounts to 10p/£10 using 1p/£1 coins
- introduces addition and subtraction to 10p/£10 using coins, then mentally
- uses 1p, 2p and 5p coins to find equivalences, count and lay out amounts to 10p



## 3D shape

- introduces cubes, cones, spheres and cylinders
- uses 3D shapes for sorting activities, building models and copying, continuing and creating patterns

## Position and Movement

- introduces everyday language to describe position, direction and movement 'beside', 'next to', 'between', 'behind', 'in front of', 'in', 'out', 'under', 'on top of', 'below', 'above'

## 2D shape

- introduces squares, circles, rectangles and triangles
- uses 2D shapes for sorting, making pictures and copying, continuing and creating patterns
- introduces line symmetry

## Length

- introduces the language long, short, tall, wide, narrow, thick and thin
- introduces direct comparison using language such as longer and shorter

## Weight

- introduces the language 'heavy' and 'light'
- introduces direct comparison using language such as 'heavier' and 'lighter'



## Capacity

- introduces the language 'full', 'empty'
- introduces direct comparison by filling and emptying containers

## Days of the week

- introduces the language of time such as 'before', 'after'
- introduces the names of the days of the week

## Telling the time

- introduces 'o'clock' times on analogue and digital clocks

## Data Handling

### The work on Data Handling

- revises sorting into sets
- deals with selecting criteria for sorting
- introduces Carroll diagrams
- introduces arrow diagrams for relationships
- introduces bar graphs
- and the organising, displaying and interpreting of data

## Health and Wellbeing

# Physical Education

All children receive two hours of P.E. each week. They will need a tee shirt, shorts and gym shoes.

# Circle Time

Within the 'community' of the school, there is a need for understanding the importance of good social and interpersonal skills. Children are encouraged to discuss issues that affect them with their peers and a supportive adult. These can explore social and interpersonal issues, including health, environment and relationships. Children are encouraged to build up their knowledge through various experiences and exchanges within the class. A range of approaches is used to promote understanding, including stories, role-play and art.



# Emotional Wellbeing

Particular care will be shown as pupils return to school following the Covid 19 lockdown, to help them understand a range of emotions and feelings, and to rebuild relationships.

# Keeping Myself Safe

Young children can be taught the foundations of ways to protect themselves from abuse. This can be done in a learning environment without frightening pupils. One important component of children's safety training focuses on the potential threat posed by strangers. The *Keeping Myself Safe Programme* aims to give Primary 1 children a clear foundation on personal safety. This is achieved through role play, stories and filmed scenarios asking the children 'What should you do?' and discussing various options.

## Streetsense

Children should be given adequate and appropriate road safety education from the earliest age. Children are introduced to the street environment and the street vocabulary including words such as traffic, pavement and kerb. It is important that children understand the 'Think, Stop, Look and Listen' sequence in relation to crossing the road safely. Crossing the road safely is a progressive process that all young children should develop through gradual reinforcement.

