

# Our Intentions

- How you can help your child with their writing.
- How you can support your child to develop their reading skills.
- How you can develop your child's speaking and listening skills.



## Becoming readers and writers

Before children can learn to read and write they need to develop their understanding of the English language. For all of us this happens through talk.

Through talk we learn new vocabulary and the knowledge of how to structure sentences.

In school we encourage the children to talk in a variety of situations. If they can't say it, they can't write it!

# What can you do at home?



- Speak to your child in full sentences.
- Have regular discussions with your child about anything and everything.
- Introduce new words and explain what the words mean.



# Sounds~Write



- We focus on pure sounds not letter names until KS2
- Talk about sounds in the world around them.
- Once the children are happy using the sounds they can begin to build words within their reading and writing.

# What can you do at home?

- Use letter sounds and not letter names
- Write in lower case letters
- Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels.



# Reading



In Key Stage One we learn how to use a book. We then use our sound knowledge to begin to read words. As their confidence grows we work on the children's fluency and comprehension skills. Read any books!!

In Key Stage Two we develop these skills further by focusing on the language of texts. We look for hidden meanings and discuss the vocabulary choices.

# Reading

**For children who are starting to learn to read:**

The process of reading begins with activities such as book browsing and sharing stories.

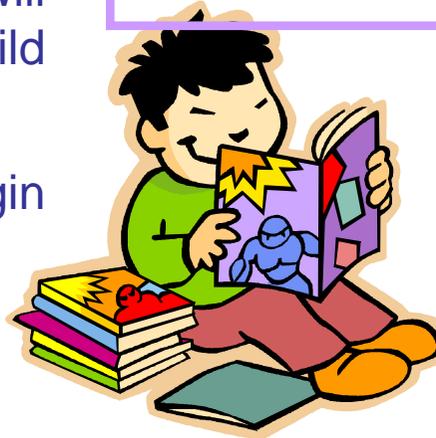
As the children become more confident they will want to extend these activities by telling their own stories and making their own books.

Once they are ready the children will use their sounds knowledge to build and read simple words.

This will develop as the children begin to recall familiar and common words.

**What can you do to help?**

- Make books a part of your day
- Listen to your child everyday
- Make up your own stories with props and without. Be creative.



# Reading

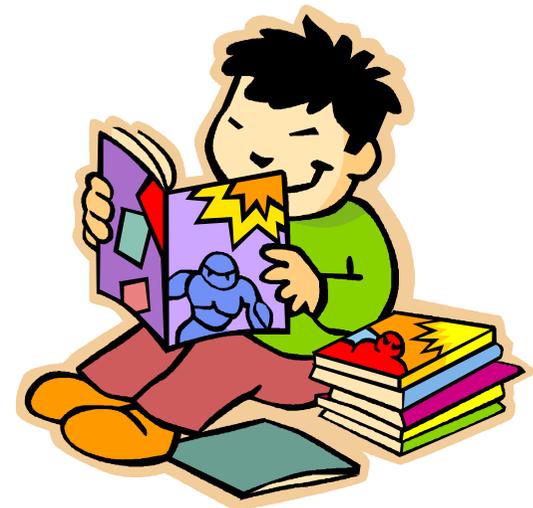
**For children who are able to read fluently:**

The process changes. We are no longer teaching them to read we are teaching them to understand and discuss what they are reading.

During guided reading we spend time sharing texts together. We develop the children's abilities to read with intonation by reading aloud and discussing how sentences should be read. We focus on comprehension skills to ensure the children can understand what they are reading and can begin to recognise the content which is not necessarily written down in the text.

**What can you do to help?**

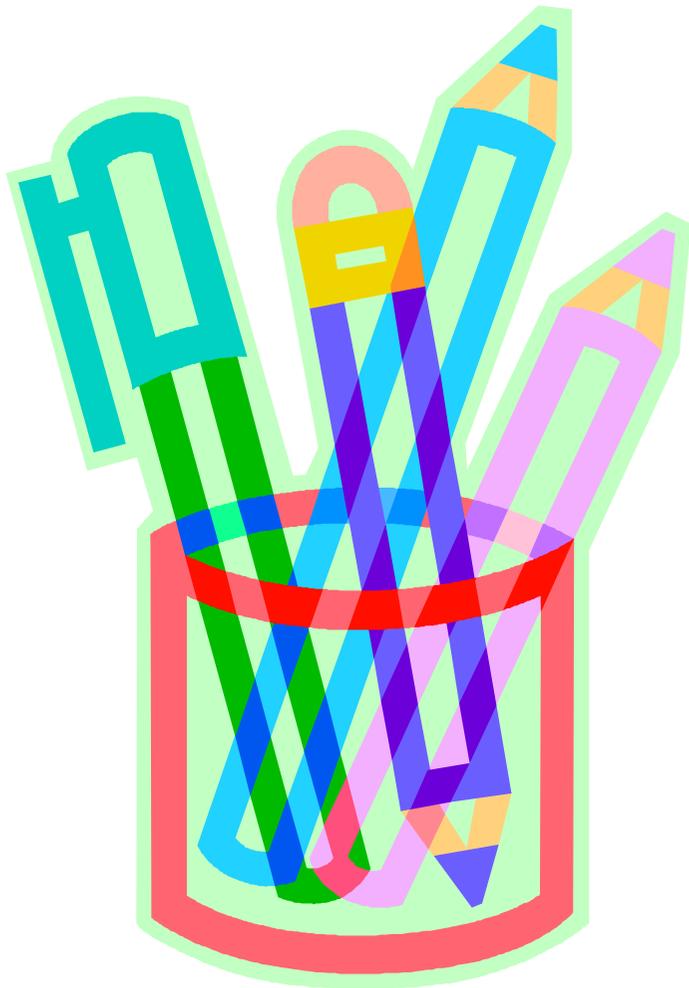
- Listen to your child read everyday – *at this stage this is not following the text with them.*
- Ask your child about what they have read.
- Be a role model – let your child see you reading.



# Reading

- Rhyming books and repetitive language and over read them.
- Reading schemes – word build/Key words/Sounds
- Picture books – develop talk
- Fairy tales
- Key books (see list)

# Writing



In Key Stage One we encourage the children to say the sounds in the word they would like to write and then we support them with writing the letters. Once we can write words we then move onto sentences.

In Key Stage Two we develop these skills further by making sentences more complex. We support the children with developing their vocabulary choices and how to adapt their sentences to suit the purpose.

# Writing

**For children who are beginning to write:**

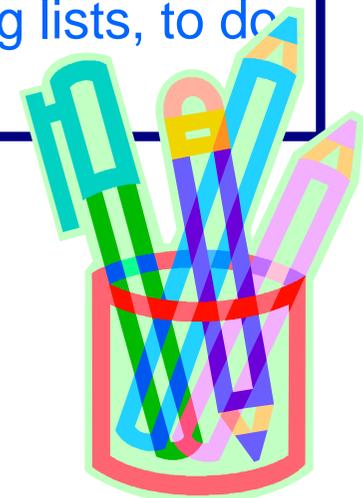
Once a child is physically able they will start by making simple marks. The children will often put meanings to these marks.

In school the children are exposed to all types of handwriting and text.

As they become more confident they will try to form the sounds that they have learnt. Many children will begin with the sounds in their name.

## What can you do to help?

- Encourage and praise all mark making
- Ask questions like: Which sound does it begin with?
- Support your children in writing in **lower case** not **CAPITAL LETTERS** as this will help them identify the sounds.
- Model your writing with your child so that they can see its purpose; shopping lists, to do lists etc.



# Writing

**For children who are developing their writing style:**

Once the children can write words we then focus on developing the vocabulary, introducing different connectives and openers and how to use punctuation. This is called VCOP.

## What can you do to help?

- Encourage and praise all effort when writing
- When talking with your child introduce new vocabulary and use it within context.
- Read stories to your child and explain new words which you come across,



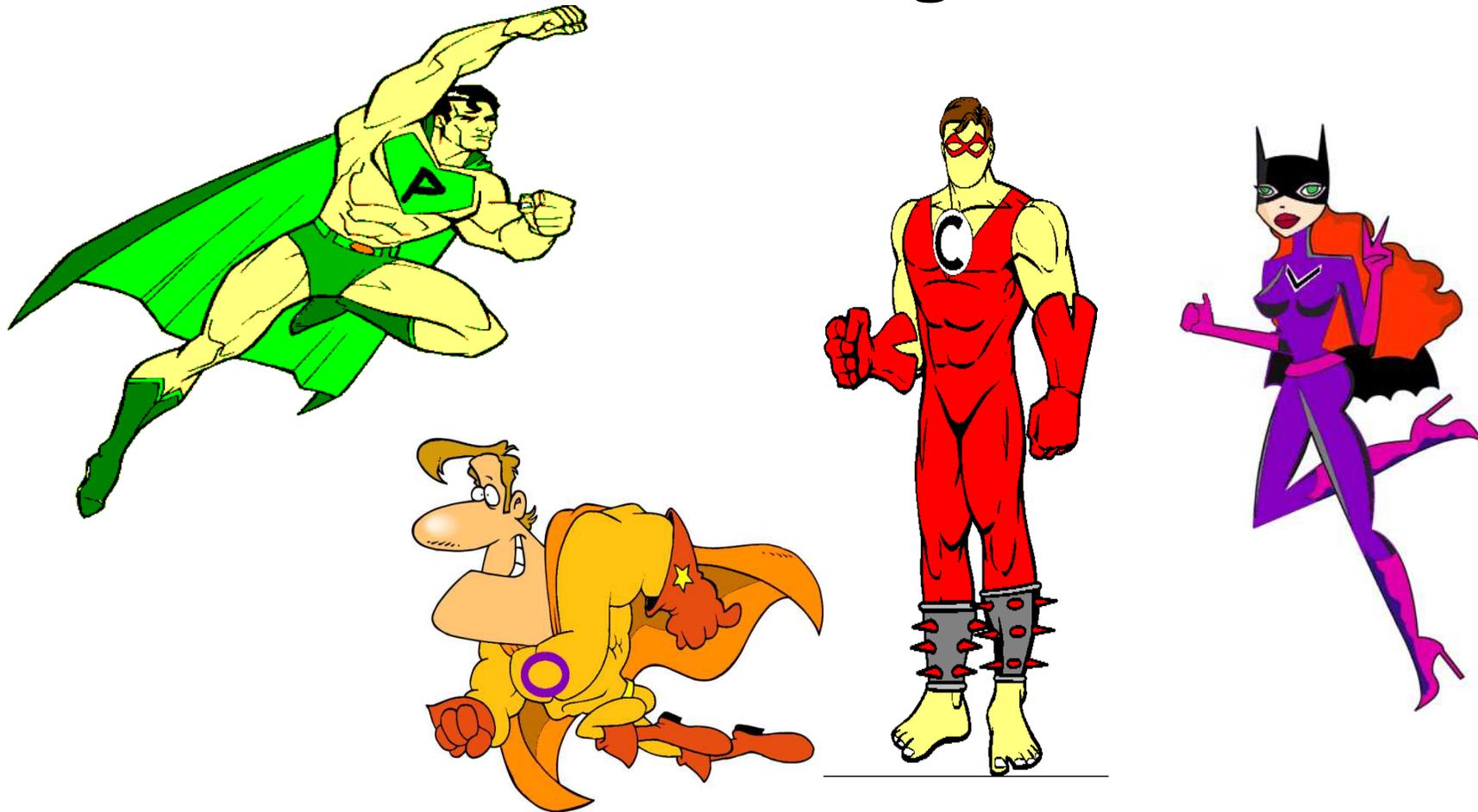
# Ban Boring Sentences

The cat went along the wall.



We help the children develop their sentences by using VCOP.

Let's get the VCOP superheroes  
to work on saving us from the  
boredom of boring sentences!



The cat went along the wall.



Violet vocab adds adjectives to describe and changes dull words for interesting alternatives!

The *fluffy ginger* cat *prowled* along the *red brick* wall.

The *fluffy ginger* cat *prowled* along the *red brick* wall.



Captain Connective adds more detail or action to the sentence.

The fluffy ginger cat prowled along the red brick wall *because he was spying on a juicy bird.*

The fluffy ginger cat prowled along the red brick wall *because he was spying on a juicy bird.*



The Incredible Opener changes the beginning of the sentence to grab your reader's attention!

*Whilst licking his lips,* the fluffy ginger cat prowled along the red brick wall because he was spying on a juicy bird.

*Whilst licking his lips, the fluffy ginger cat prowled along the red brick wall because he was spying on a juicy bird.*



Dr Punctuation makes an impact using different punctuation.

**Whilst licking his lips, the fluffy ginger cat (who had sharp teeth) prowled along the red brick wall because he was spying on a juicy bird!**

We went from:

The cat went along the wall.

To:

Whilst licking his lips, the fluffy ginger cat (who had sharp teeth) prowled along the red brick wall because he was spying on a juicy bird!

Using VCOP!

What a wonderful way to improve our writing!