

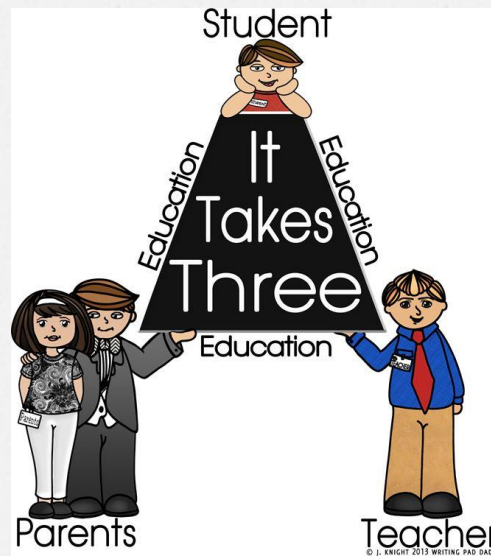


Reception Workshop 25.9.24: Tapestry Online and Learning to Read

Barford St Peter's C.E. (V.A.) Primary School



Our Barford Team!



Crucially, in the early years, we know how important it is that we work with you as a partnership to support your child as they progress at school. No-one knows them like you do!



Tapestry

Tapestry is an online journal where we share your child's learning in school with you.

The new EYFS came into place September 2021. There is a huge focus on our quality interactions with the children to replace taking lots of photographs. The importance of language development and engaging and extending the children's interactions is highlighted as crucial for development.



Tapestry

We also highly value the communication between home and school about your child's achievements and the milestones they reach.

We use Tapestry to share with you updates of themes and learning which you can talk about and reinforce at home. If you sign up, you can set up an email or alert to let you know when something has been added to your child's online journal. We value any contribution that you would like to make, either in response to posts, or by posting about your child's learning success at home.



Tapestry

Each child has their own online learning journal on Tapestry. This is where we keep evidence of children's learning and photographs of what they have been doing.

<https://tapestryjournal.com/login/>

The screenshot shows the Tapestry login interface. At the top is the Tapestry logo. Below it are two input fields: 'Email address' and 'Password'. A blue 'Log in' button is positioned below the password field. A link for 'Having trouble logging in?' is located below the button. At the bottom of the form is a green button with a child icon and the text 'Child log in'.



TAPESTRY
ONLINE LEARNING JOURNAL

Parent/Carer contribution

- We welcome you to comment on your child's learning journal
- You could add your own observations of your child when you notice them doing things at home.
- We will set up accounts for all parents/carers who give us up-to-date email addresses
- The accounts are password protected – We advise this password should be changed the first time you log in to the account



Tapestry help on line

Google

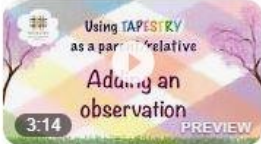
tapestry for parents

Q All Images News Videos More Tools


About 183,000 results (0.33 seconds)

www.youtube.com > watch

Tapestry for parents/relatives: Adding an observation - YouTube


 This video runs through how as a **parent** or relative on **Tapestry** you can add your own observations of your children.

YouTube · Tapestry Online Learning Journal · 20 Mar 2020

 8 key moments in this video

www.youtube.com > watch

Tapestry for parents/relatives: Setting up your account

 This video runs through how to set up your account as a **parent** or relative on **Tapestry**. Your child's school, nursery or...

YouTube · Tapestry Online Learning Journal · 20 Mar 2020



Education City

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EducationCity

Log in to EducationCity

Username and Password

Username
Enter Username

Password
Enter Password

Country/Region
England


[Forgotten your login details?](#) **Log In**

Single Sign-On

Log in with Wonde

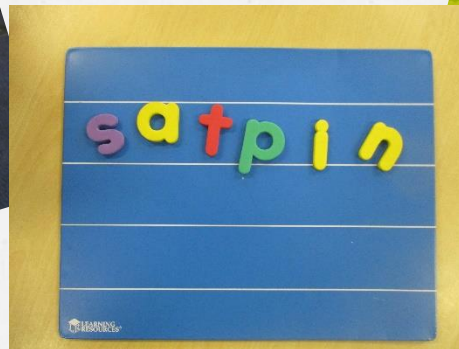
Log in with Google for Education

Log in with Office 365 Education





Learning to Read at Barford St Peter's School





Phonics

At Barford St Peter's School, we use the Little Wandle phonics scheme to support learning to read.



The screenshot shows the navigation bar of the Little Wandle website. On the left is the 'Little Wandle LETTERS AND SOUNDS REVISED' logo. To its right are four buttons: 'Contact us', 'Join', 'View basket', and 'Log in'. Below these buttons is a horizontal menu with the following links: 'About us', 'For parents', 'Why join?', 'FAQs', 'Everybody read!', 'Work with us', and 'Shop'. At the bottom of the navigation bar is an orange banner with the text 'For parents' on the left and a white line-art illustration of two children reading a book on the right.



Storybooks

Reading books to children gives them:

- ✓ A love of books
- ✓ A wider vocabulary
- ✓ A greater understanding of language

But the children need to 'crack the code' of English to become independent readers.

The new EYFS 2021 stresses the importance of developing language and new vocabulary.



The 5 Basic Skills

The 5 basic skills of decoding to become a reader are...

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words (segmenting)
5. Tricky words



Reading Books

Each week your child will bring home two types of book:

- Reading Practise Book (Monday and Friday)
- Sharing Book (Wednesday)





Reading Practise Book

- Is carefully matched to your child's current reading level.
- It may be a 'pictures only' book until your child demonstrates confidence in sound/symbol knowledge of the first six sounds.
- Only contains phonemes your child has demonstrated confidence reading in school.
- Opportunity for developing blending skills but also to talk around the story, pictures and characters.





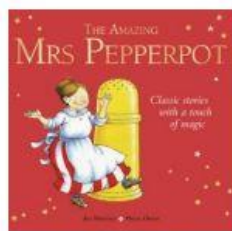
Sharing Book

- A book chosen by your child each week on a Wednesday.
- Not a book they will be able to read on their own.
- A book to enjoy and talk about together. Sharing books together tells your child that you think reading is important.
- A chance for you to model your enjoyment of reading.
- If the book is not in your language, read the book in your language when sharing it together.





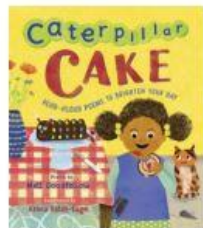
Books to read before you leave Reception



Mrs Pepperpot
By Alf Prøysen & Hilda Offen



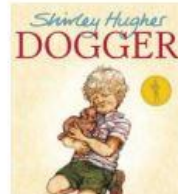
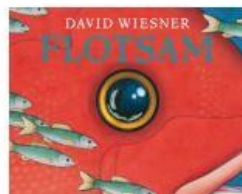
Luna Loves Art
By Joseph Coelho & Fiona Lumbers



Caterpillar Cake
By Matt Goodfellow & Krina Patel-Sage



Marvellous Machines
By Jane Wilsher & Andres Lozano





Growing the reading code



Grapheme chart

Phase 2 and 3

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll	j	vv
							ck							
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	



Early reading skills

In Phase 1 children do not learn any letters or the sounds they make.

The purpose of Phase 1 is to develop children's listening and communication skills, including their vocabulary, to prepare them for reading and writing in the next Phase/level.

If children do not fully develop these skills it can mean that they may struggle to hear the individual sounds in words, which can mean children find it much harder to spell and blend sounds for reading.



Early reading skills

Enable your child with early reading skills by...

- o Playing listening and 'talk' games ('eye spy' etc)
- o Environmental sounds ('What was that sound?')
- o Instrumental sounds (Can you hear the drummer?)
- o Body percussion (e.g. clapping and stamping)
- o Rhythm and rhyme ('Hop and shop, they rhyme!')
- o Nursery Rhymes (see Little Wandle parents page)
- o Alliteration (Peter Piper picked a peck of pickled pepper)
- o Voice sounds (hearing that d-o-g makes 'dog')



Letter Sounds

When children have developed their early listening skills, in school we begin Phase 2 Phonics, where children are introduced to letter sounds.



S



snake

Show your teeth and let the s hiss out ssssss ssssss

Under the snake's chin, slide di and round its tail.



The Alphabetic Code

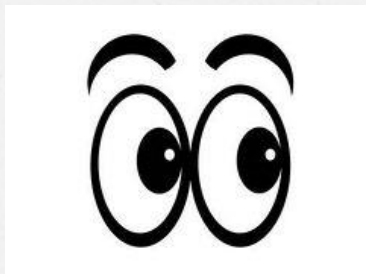
In reception children begin to learn the alphabetic code which is made up of 44 sounds. Many of these sounds can be spelt in a few different ways.

We teach the sounds starting with the most common spelling and the more common letters which when blended together can make three letter 'Consonant, vowel, consonant' (CVC) words.



Essential Glossary!

Phoneme: The smallest unit of sound in a word.



Grapheme: The letter or letters that represent the phoneme.

a

Digraph: two letters that make one sound.

or

igh

Trigraph: three letters that make one sound.



The Alphabetic Code

s a t p i n

s-a-t sat

p-i-n pin

s-i-t sit

p-i-t pit

p-a-t pat

n-a-p nap

















1. Learning the letter sounds.

We teach children the sound symbol reading code in a specific order.

Phase 2 grapheme information sheet **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s 		Show your teeth and let the s hiss out ssssss	Down the snake from head to tail.
a a 		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
t t 		Open your lips, put the tip of your tongue behind your teeth and press ttt	Down the tiger and across its neck.
p p 		Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
i i 		Put your lips back and make the i sound at the back of your mouth iii	Down the iguana and dot the leaf.
n n 		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
m m 		Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d 	 duck	Put your tongue to the top and front of your mouth and make a quick d sound ddd	Round the duck's body, up to its head and down to its feet.
g g 	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down, and forward to make the g sound ggg	Round the goat's face and curl under its chin.
o o 	 octopus	Make your mouth into round shape and say ooo	All around the octopus.
c c 	 cat	Open your mouth into a little smile, make your tongue fat and move it up towards the top of your mouth to say ccc	Curly around the cat.
k k 	 kite	Open your mouth into a little smile, make your tongue fat and move it up towards the top of your mouth to say kkk	Down the kite, up to the top corner and down to the bottom corner.
ck ck 	 sock	Open your mouth into a little smile, make your tongue fat and move it up towards the top of your mouth to say ccc	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
e e 	 elephant	Open your mouth wide and say eee	Around the elephant's eye and curl down its trunk.



Working together:

Little Wandle Letters and Sounds

We highly recommend navigating around the Little Wandle parent's webpage for useful videos and resources to support you at home.



Little Wandle

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1

Phase 2 grapheme-phoneme chart		Autumn 1
s	S	
a	A	
t	T	
p	P	
i	I	
n	N	
m	M	

Reception Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1

Download

Need help?





2. Letter Formation

The children need to learn how to hold their pencil properly right from the start:



- ✓ 'Tripod' grip
- ✓ 'Froggy legs' movement



Letter-join 

Letter Formation

At Barford St Peters we use a handwriting scheme called **Letterjoin**.

- It begins in a non-cursive style.
- Early formation is matched to the Little Wandle handwriting mantras as new sounds are introduced.



Letter-join 

Letter Formation

It would really help if you can...

- Encourage correct pencil grip.
- Support your child to use letter formation of lower-case letters from the beginning as per the mantras in their home learning phonics book.



3. Blending

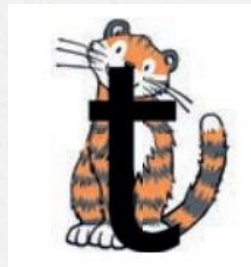
Blending can be taught even before children start to make sound /symbol correspondence. Blending is a key element of reading.

Oral blending games:
Can you touch your...
What's in the box...



3. Blending

Blending can be taught right from the start, even before children start to make sound /symbol correspondence.





Blending to read

p - i - n pin

s - i - t sit



4. Segmenting words to write.

Segmenting:

- Identifying individual sounds in words.
- In class dictation prepares children for independent writing.



Segmenting to write

pin

p - i - n

sit

s - i - t



4. Identifying sounds in words.

oo

It is in food

room ✓



boat ✓

roof ✓

food ✓

soot ✓

hoop ✓

It is my roof.



4. Identifying sounds in words:
independent writing.

I went hors ried in
that wos fun.



5. Tricky words

These are words that do not follow the code and need to be taught alongside phonics.

I

is

the

as

we



Parental support at home

Providing additional support at home can help your child achieve:

- Try to read every day (record the reading of your child's Reading Practise Book daily in their diary)
- Practice the sounds they have learned.
- Read regularly at home: a combination of **practice books** and **sharing books**.
- Practise tricky word recall once they have been introduced at school. Lists will follow.



Barford Reading Army

Can you spare one morning or afternoon a week to listen to children read?

Then become one of our Barford Reading Army!

Let us know when would be a good time for you to come in and arrange a DBS check with the school office.



Communication

There are several ways you can communicate with the Reception team:

- o If you would like to pass on a quick message we will be available on the gate in the mornings.
- o Non-urgent communication can be made using our Reception Email address: reception@barfordstpeters.co.uk We will try and answer emails within 48 hours.
- o There will be information put on the school website.
- o If you have a concern or something you would like to discuss in more detail, please make an appointment.
- o Any information such as change of adult for end of day child collection can be emailed to the office admin3587@welearn365.com



And finally...

o We look forward to working with you to help your child love learning.

Thank you

