

Read, Write, Inc in Nursery



Term 1

Learn nursery rhymes, and play sound games.

Hear environmental and instrumental sounds.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

Introduce Fred talk. - orally blending

Play body percussion and rhythm and rhyme.

Term 2

Know a wide range of nursery rhymes

Hear initial sounds in words.

Sound phrases. Alliteration and voice sounds.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Understand the five key concepts about print:

- print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing
- we read English text from left to right and from top to bottom

Introduce the language and symbols of RWI

Positional language of RWI

Term 3

Begin phonics programme.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Encourage using the tripod grip in almost all cases when writing RWI sounds (frogs leg fingers- magic link handwriting).

Write some letters accurately.

Write some or all of their name.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

The main focus in nursery is language comprehension. It is vital to embed oral activities during the nursery years.

To support our children in Nursery, we model speaking in whole sentences and do lots of talking throughout the day especially in play. We model how to form sentences and get children to add their ideas and repeat these back.

We use expanded vocabulary with children throughout the day to extend vocabulary for example we might say "Children, this morning Charlie looks sad. In fact, he does not just look sad, he looks upset and tearful".

We have planned storybooks throughout the year that children grow to love, connecting them to the role play area, our Mantle of the Expert and other areas of the Nursery environment, encouraging children to 'jump in', 'join in', use 'phrases to keep forever'. We start with fairy tales/traditional tales and build up a wider bank of stories from here. These stories are in addition to the wealth of stories, nursery rhymes and songs that are part of the nursery day.

From early on the Nursery children are introduced to 'Talk to your partner' when sitting on the carpet and are encouraged to turn to the people around them to share ideas and answers. This leads into what will be expected of them later in Reception when they begin more formal Read, Write, Inc sessions.

We introduce the classroom management signals to the children as early as possible. These include good listening and using My Turn Your Turn (MTYT) hand signals.

Phonological Awareness

Before teaching the first 30 sounds explicitly we look at the Read, Write, Inc freeze chart and learn about the pictures and what we can see in them. We emphasize the sound at the start of the picture. For example mmmmmmm mountain. We have a copy of the Read, Write, Inc frieze up at children's eye level and teach children the names of the mnemonics - dinosaur, net, mountain, etc. We add to this as the children learn each new sound.

Fred Talk

It is vital in that we use lots of oral Fred Talk in Nursery. Using a toy frog prop, that is called Fred, he talks only in sounds and the children have to work out the words he is saying using

their blending skills. This is where we say words in sounds and encourage children to work out what is being said. For example 'Can you touch your l-i-p (lip)'.

Teaching

Initially, during the autumn term children develop a love of language and enjoy listening to stories. Initial letter sounds are introduced informally. EYFS staff use 'Fred Talk' and Sound Games (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. During the spring term, Nursery teachers use the 'frieze frame' pictures to introduce the phrases associated with the sounds. In the Summer Term the children will begin to be introduced to Set 1 sounds and use the phonic flashcards. During this process children hear the sound, see pictures of objects that start with that sounds, hear a phrase to assist the children to help remember the sound, see the grapheme, and then write the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk.