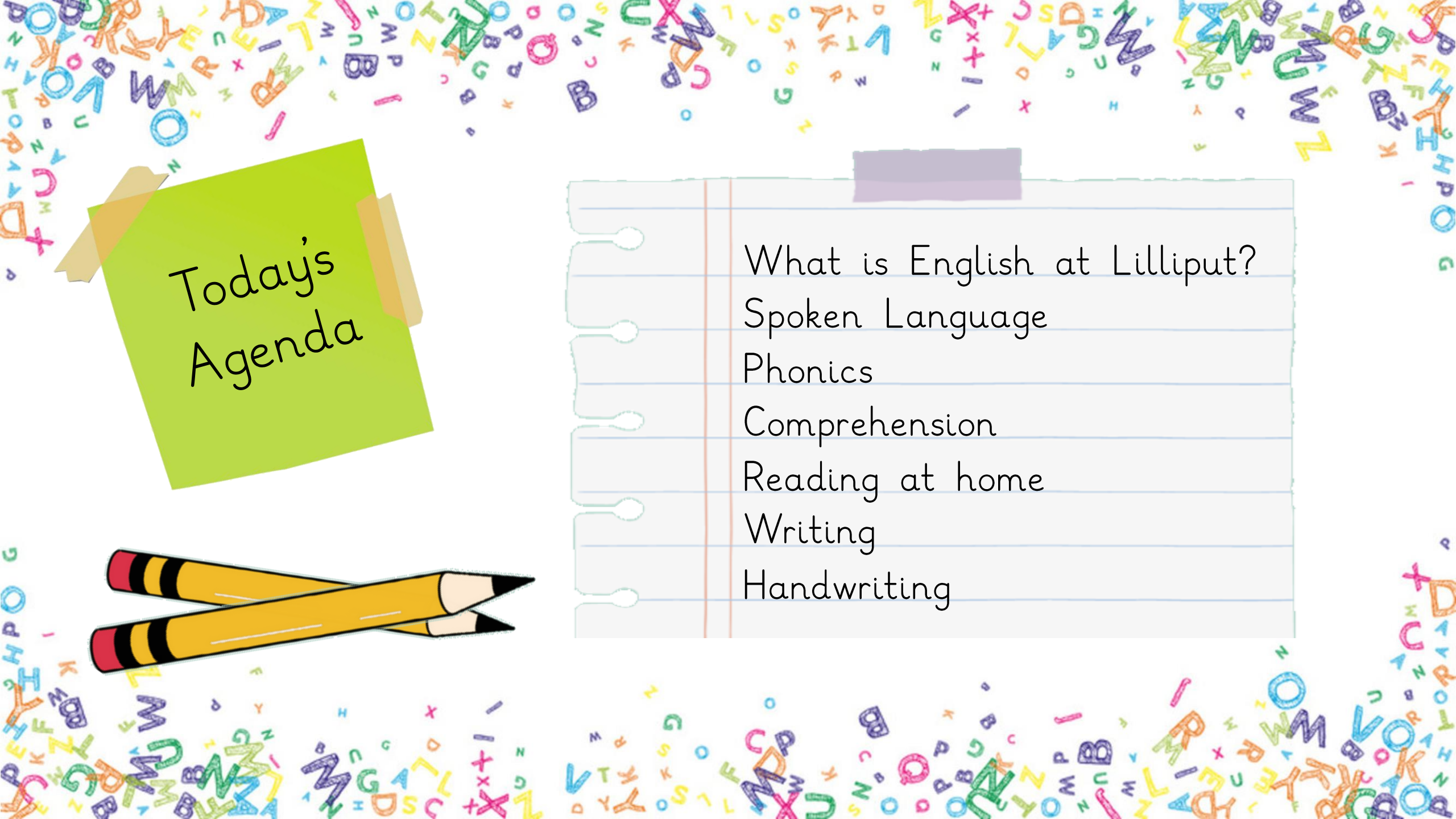




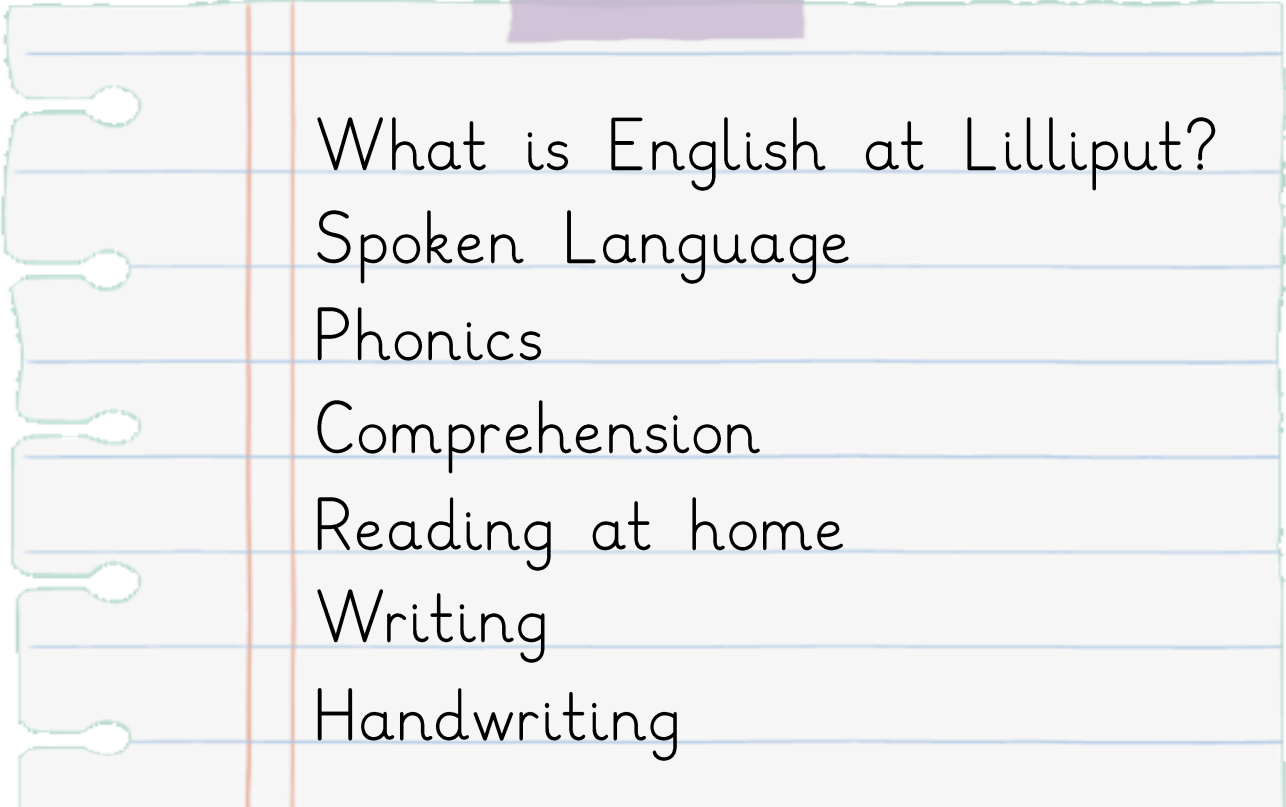
Lilliput  
English  
Workshop



Reception

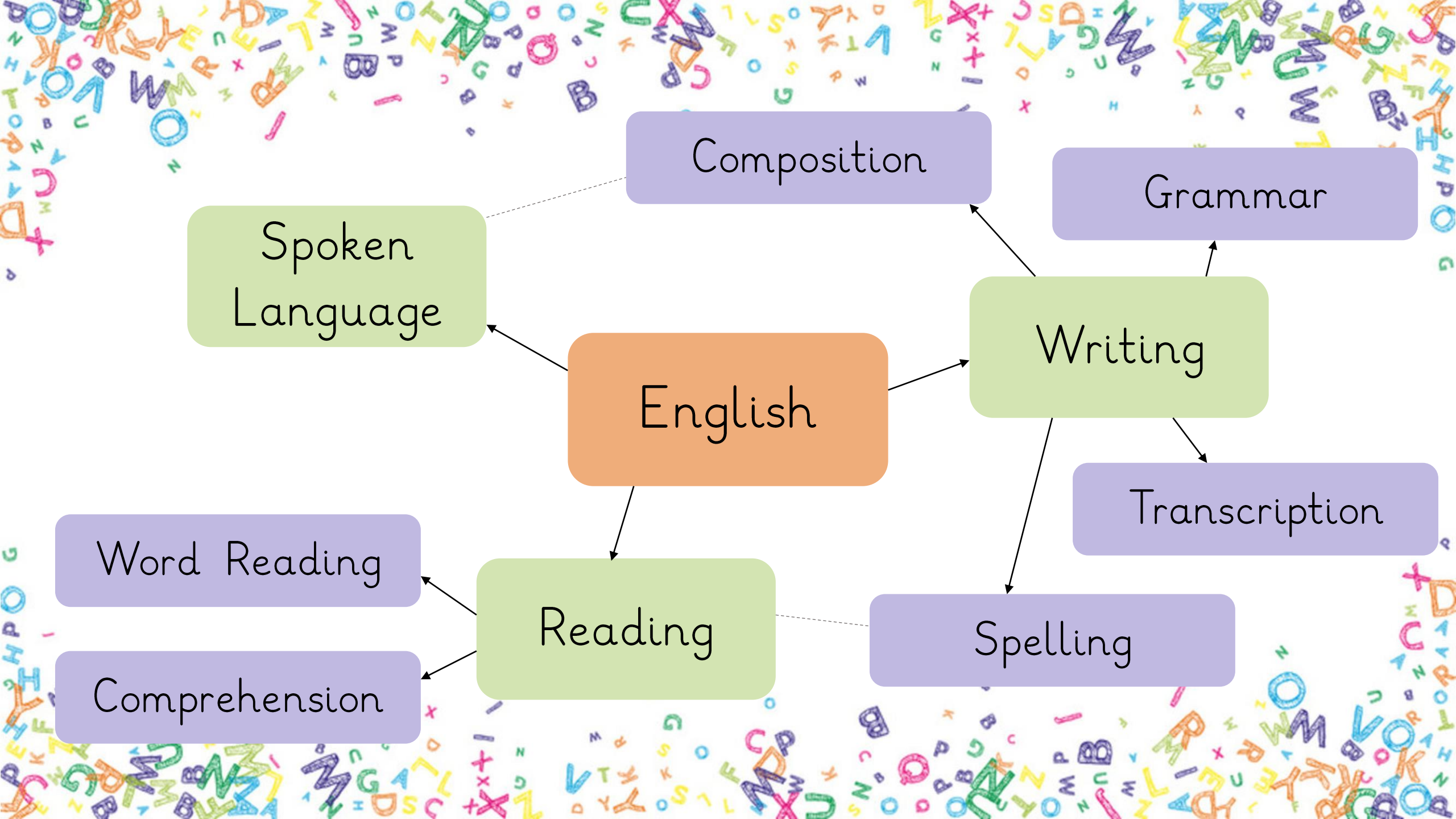


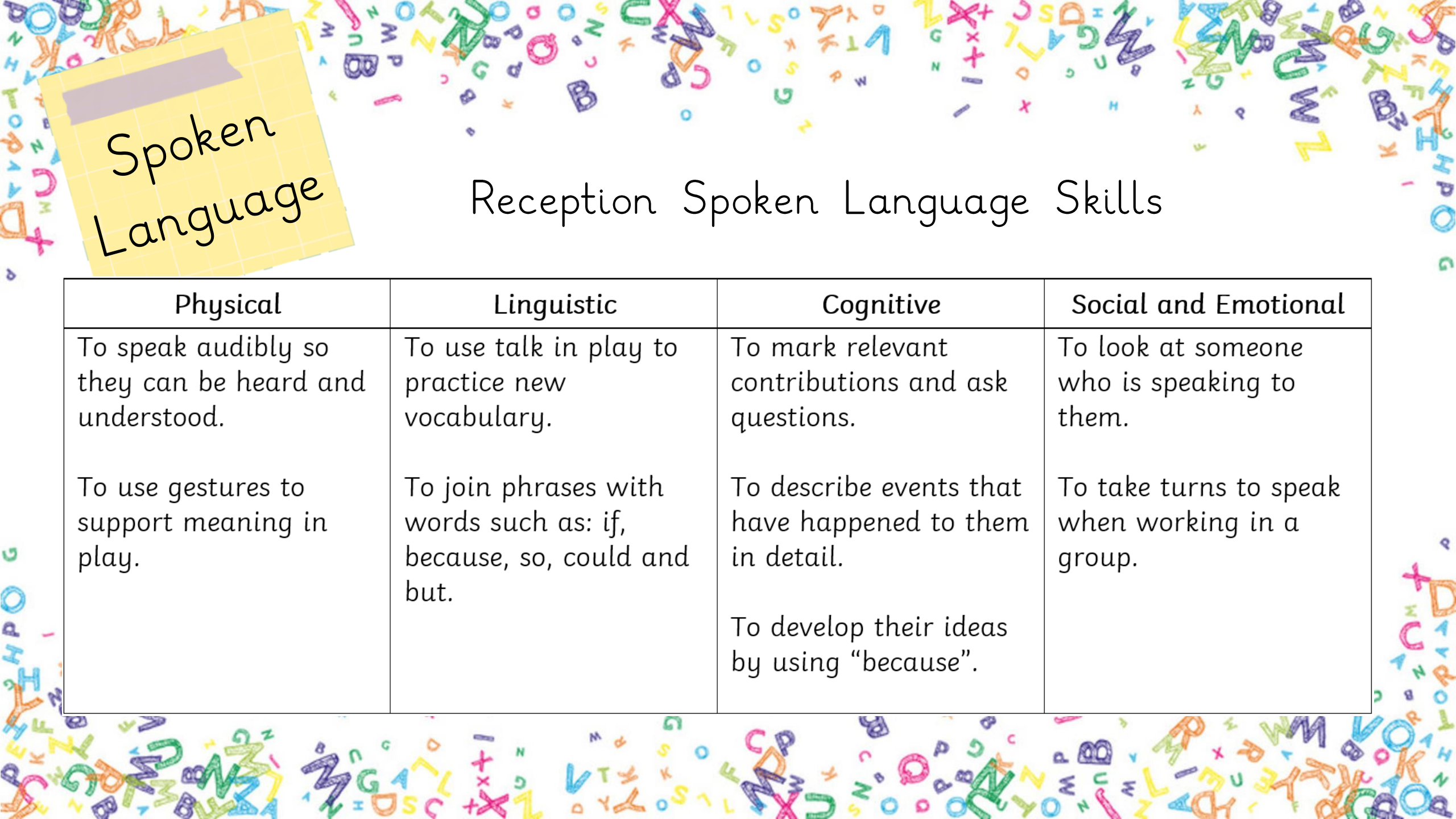
# Today's Agenda



What is English at Lilliput?  
Spoken Language  
Phonics  
Comprehension  
Reading at home  
Writing  
Handwriting







# Spoken Language

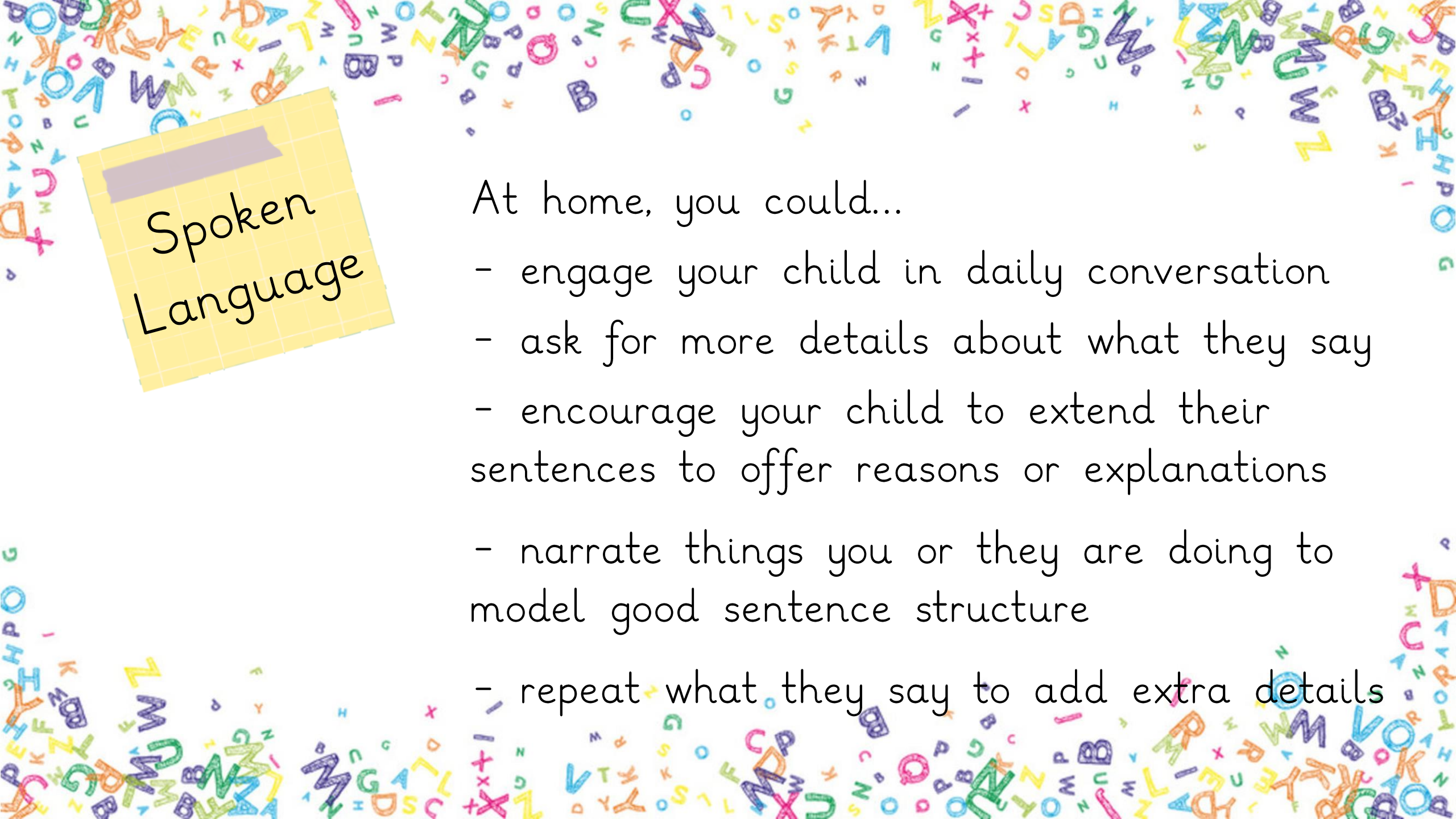
## Reception Spoken Language Skills

| Physical                                                                                                        | Linguistic                                                                                                                        | Cognitive                                                                                                                                                                  | Social and Emotional                                                                                      |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p>To speak audibly so they can be heard and understood.</p> <p>To use gestures to support meaning in play.</p> | <p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as: if, because, so, could and but.</p> | <p>To mark relevant contributions and ask questions.</p> <p>To describe events that have happened to them in detail.</p> <p>To develop their ideas by using "because".</p> | <p>To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group.</p> |



## Spoken Language

- adults pre-plan vocabulary to introduce
- adults encourage talk during play
- daily 'Show Time' session to practice talk
- daily story time to develop vocabulary and sentence structure
- variety of 1:1, small group and whole class talk opportunities



## Spoken Language

At home, you could...

- engage your child in daily conversation
- ask for more details about what they say
- encourage your child to extend their sentences to offer reasons or explanations
- narrate things you or they are doing to model good sentence structure
- repeat what they say to add extra details



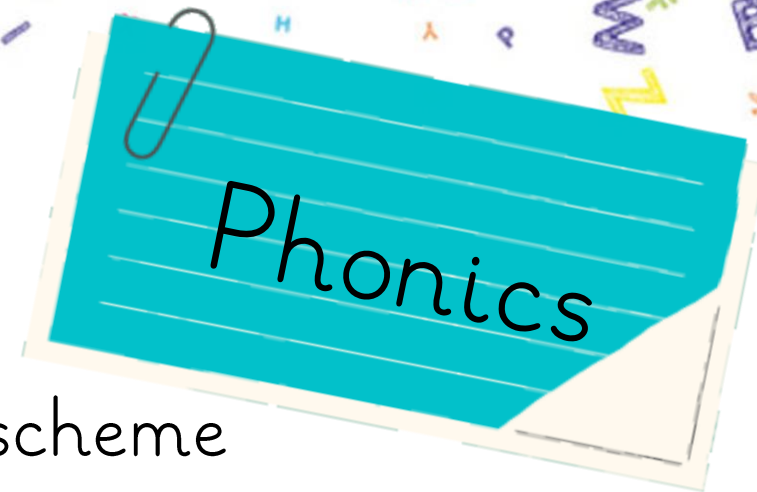
## Spoken Language

If English is not your first language...

- and you are confident speaking English, please do use some English at home
- but you are not confident speaking English, please use the language you are confident using

If you are concerned about your child's speech and language, please talk to the class teacher because we can help with referrals.

- the way to read unknown words
- daily Phonics lessons
- follow Essential Letters and Sounds scheme

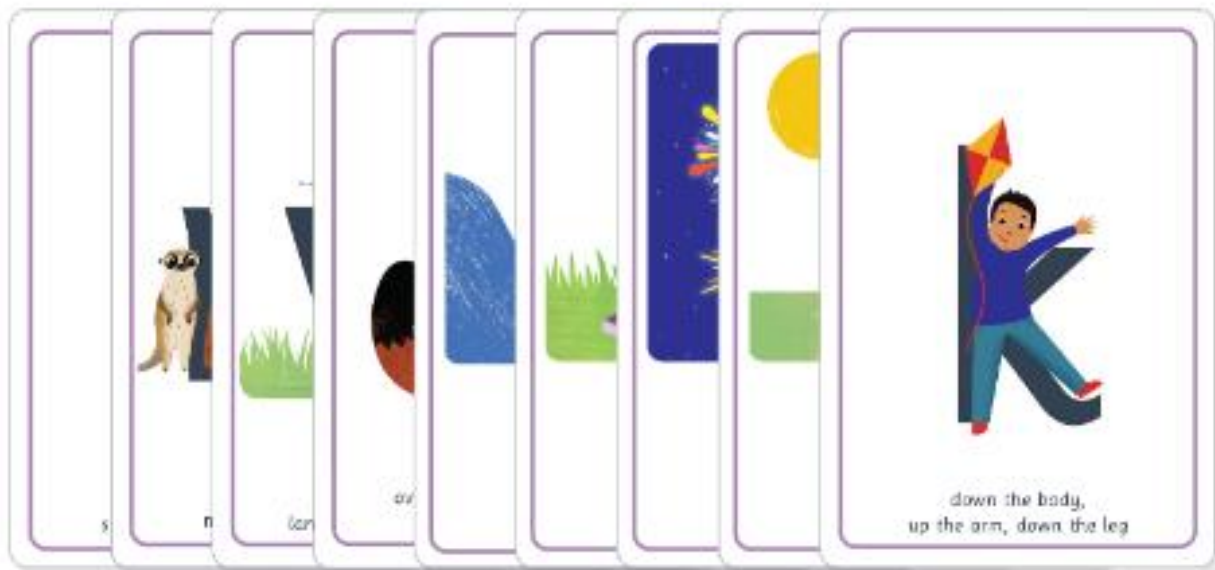


| phoneme       | spoken sound                  | /k/      |       |
|---------------|-------------------------------|----------|-------|
| grapheme      | written sound                 | c, k, ck |       |
| digraph       | 2 letters, 1 sound            | /ai/     | wait  |
| split digraph | 2 letters, 1 sound, but apart | a-e      | cake  |
| trigraph      | 3 letters, 1 sound            | /air/    | pairs |

## Review

Are you ready for a challenge?

Let's see how quickly we can say the sounds represented by the graphemes.



## Phonics

We practice  
pure sounds—  
no schwa.

## Review

Now let's read these harder to read and spell words altogether.

a

I

the

no

Can you use the word 'I' in a sentence?



Phonics

These words  
are not  
decodable yet.

## Review



I am going to sound talk some words.

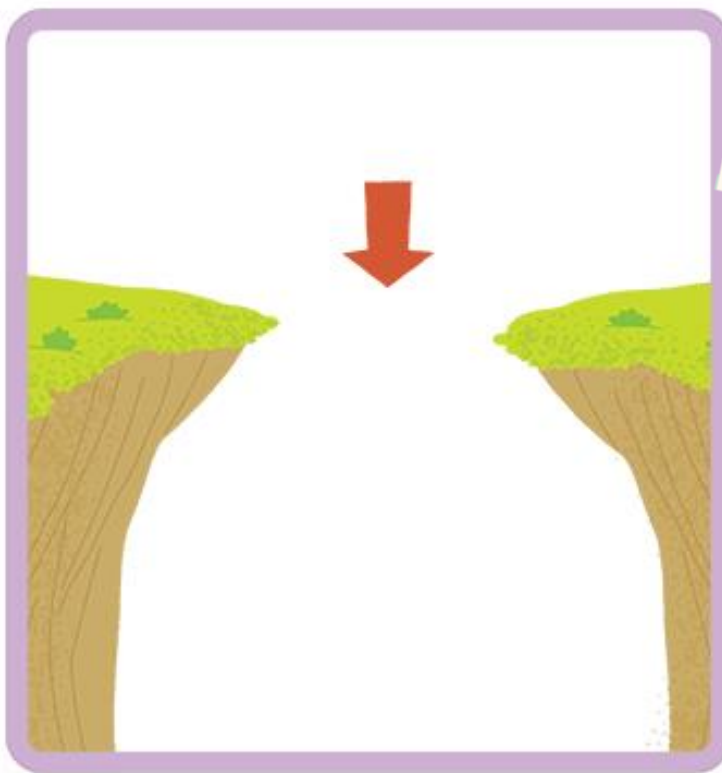
Can you repeat the sounds, blend them together and say the word?



## Phonics

We use robot arms and blending hands as an action to help.

a gap



# Phonics

Read three times:  
1. steady and  
sounding  
2. fast and fluent  
3. reading voices

# Comprehension



**Vocabulary**



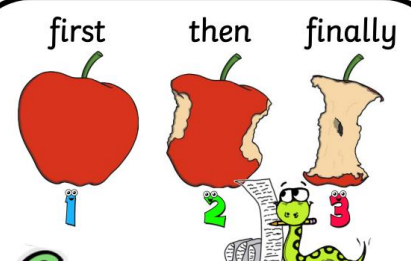
**Inference**



**Predict**



**Retrieve**



**Sequence**

Best during story time when the adult is reading.



## Reading at Home

- daily
- 2 book bag books, some with 3<sup>rd</sup>
- book reading or tricky word practice
- rereading until your child can read their books in their normal talking voice
- reading to your child and asking them to point along is also good practice
- don't test, tell

# Reading at Home

- ✓ sounding every word, lots of pauses and not confident
- ✓ ✓ some sounding and some sight reading, fewer pauses, more confident
- ✓ ✓ ✓ sight reading, normal speaking pace, using expression

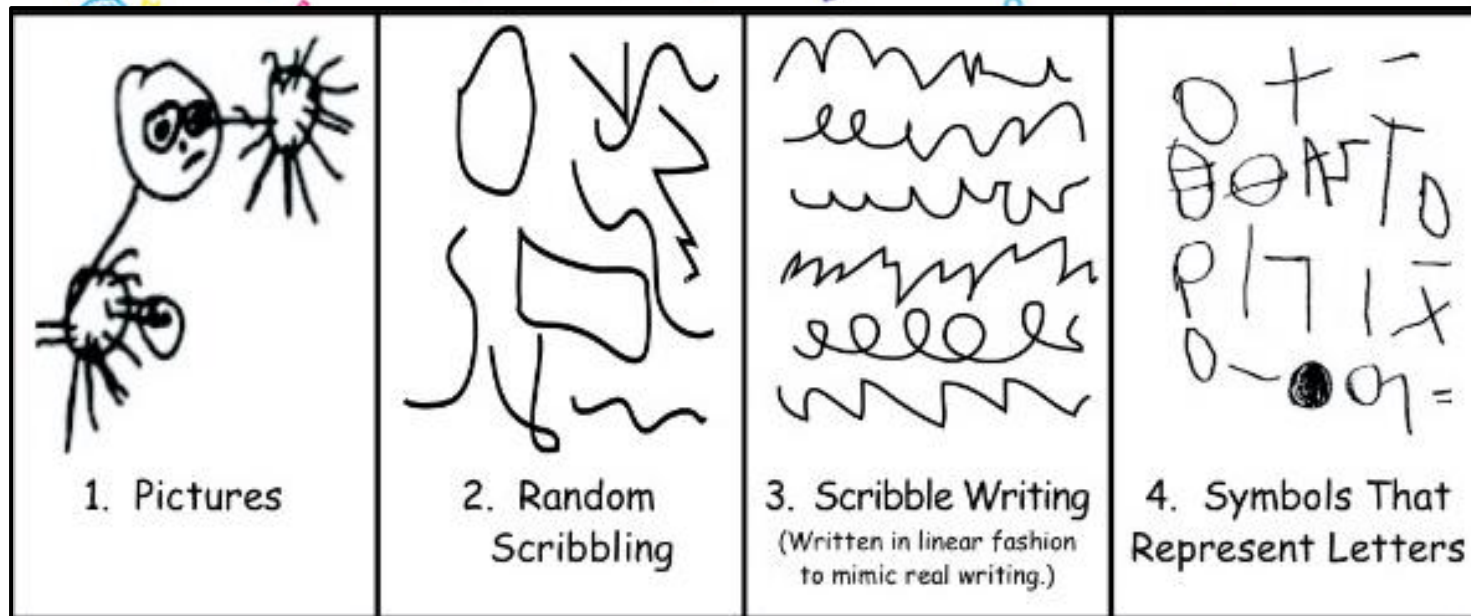
| Date, book and page number | Comments                                  |
|----------------------------|-------------------------------------------|
| 9/9 Hats<br>→p5            | ✓ Mum                                     |
| 10/9 Hats<br>p5→end        | ✓✓ Mum                                    |
| 11/9 Cat in a Cap          | ✓✓ Dad                                    |
| 12/9 Cat in a Cap<br>→end  | ✓✓ Mum                                    |
| 13/9 A Big Mess<br>→p6     | Found sounding and blending hard today.   |
| 14/9 A Big Mess            | Practiced words find difficult yesterday. |

Tricky words, or words with unusual spellings, e.g. school

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

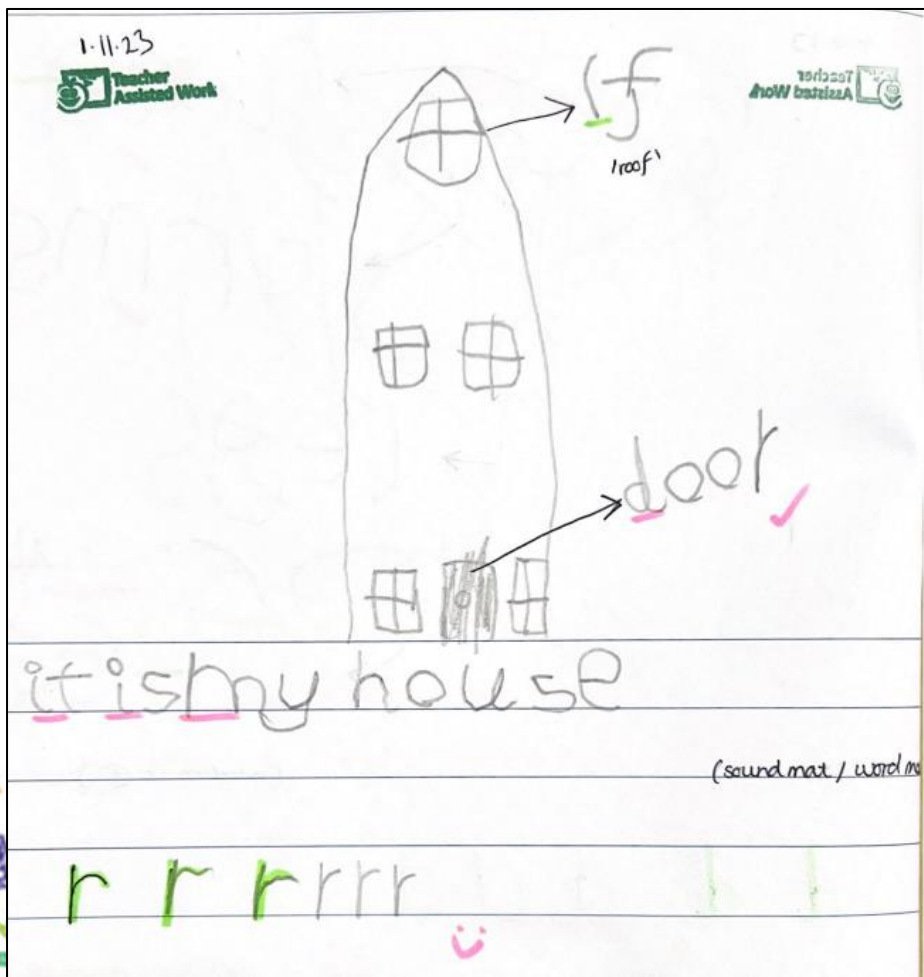
Recording can be short and sweet.

It doesn't need to be a big job.



- writing is modelled at school daily
- every area of the classroom has opportunities for writing
- any drawing or writing attempts at home are good practice

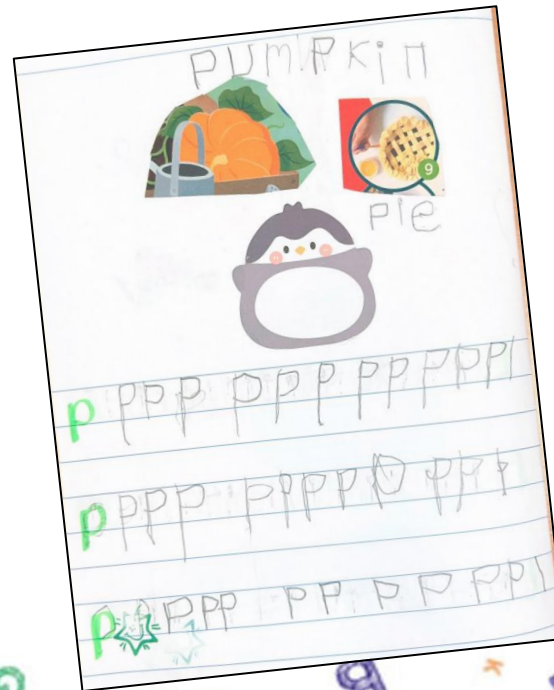
End of year expectations...

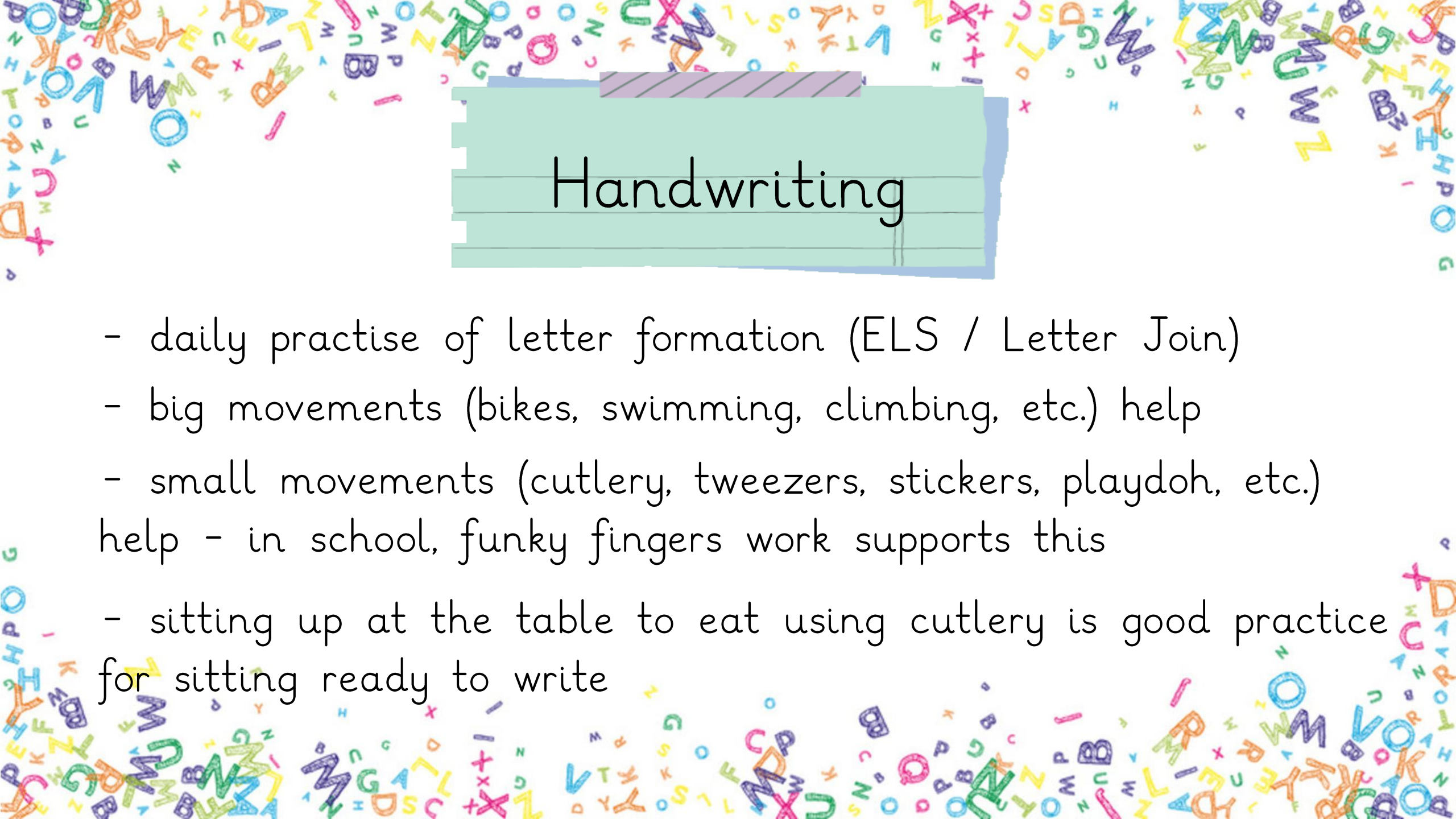


- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

At home, you could...

- Encourage mark making such as drawing, painting, chalk, etc.
- Utilise your child's home phonics book



A decorative border composed of various colorful letters, numbers, and symbols (like lightning bolts and arrows) scattered across the top and bottom edges of the slide.

# Handwriting

- daily practise of letter formation (ELS / Letter Join)
  - big movements (bikes, swimming, climbing, etc.) help
  - small movements (cutlery, tweezers, stickers, playdoh, etc.) help
- in school, funky fingers work supports this
- sitting up at the table to eat using cutlery is good practice for sitting ready to write

# Handwriting



Alphabet mnemonics  
will be on the website.

A pink rectangular sticky note with a grey clip at the top left corner, tilted slightly to the right.

Thank you  
for coming!

A light blue rectangular sticky note with a yellow clip at the top right corner, tilted slightly to the right.

Any  
questions?