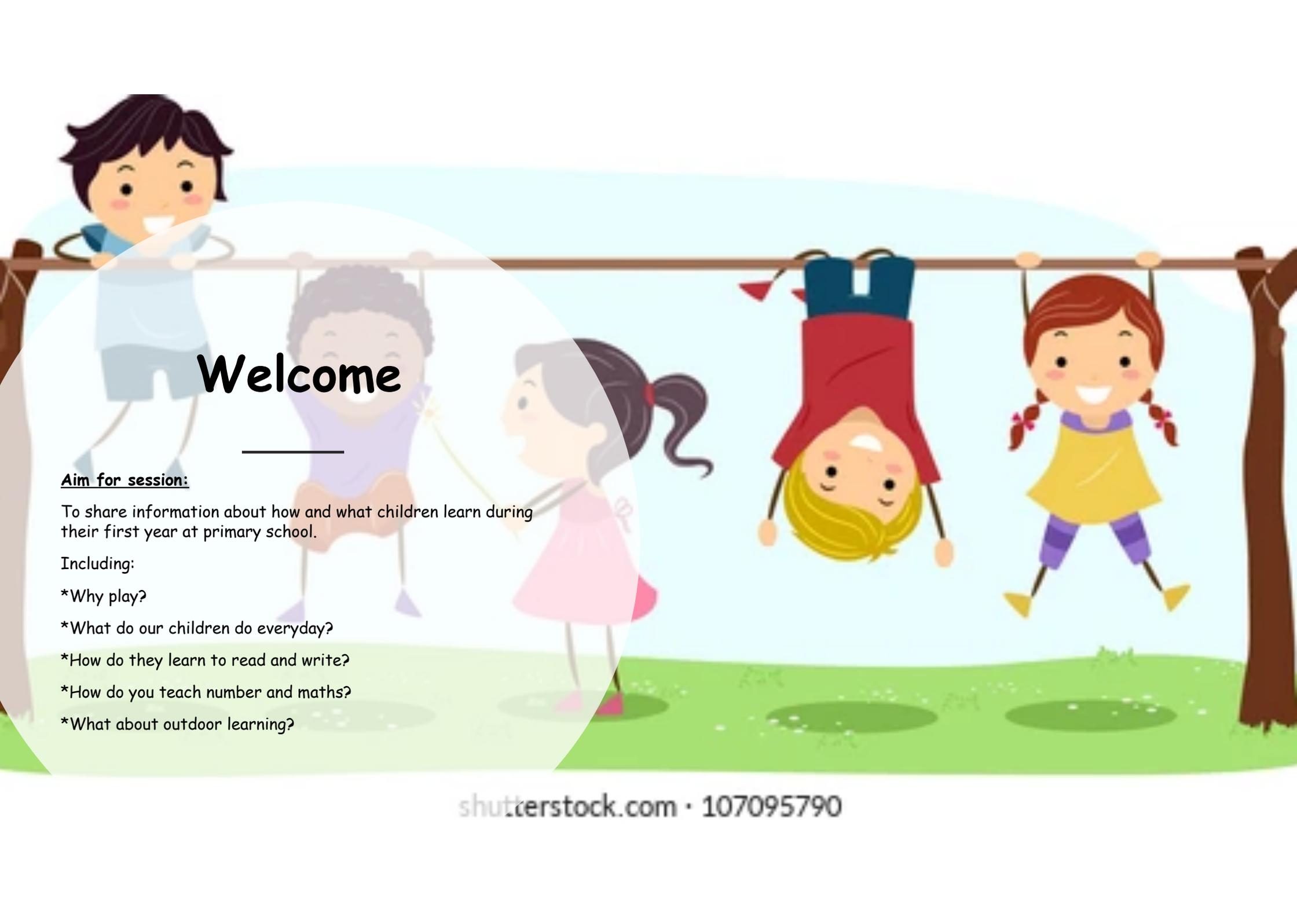


Primary One

Literacy and Numeracy workshop 2022/23





Welcome

Aim for session:

To share information about how and what children learn during their first year at primary school.

Including:

- *Why play?
- *What do our children do everyday?
- *How do they learn to read and write?
- *How do you teach number and maths?
- *What about outdoor learning?

How and why
do our
children learn
through
playing?



Play



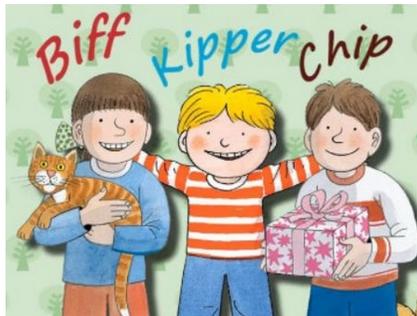
- Play is a vital part of a child's development, through play a child can develop their cognitive, social, emotional and physical capabilities.
- It is important that we let our children play, this allows them to develop their own line of enquiry and support their development in finding out who they are and where their interests lie.
- The children's play in class is a balance of child-led, adult-led and mutually directed play, which allows the adults to support progression in their learning.

What does literacy look like in P1?

DYW - Developing young workforce



Sounds
Phonics
Tricky words
Reading
Writing



s	a	t	i	p	n	c	e
h	r	m	d	g	o	u	l
f	b	ai	j	oa	ie	ee	or
z	w	ng	v	oo	y	x	ch
sh	th	qu	ou	oi	ue	er	ar

Developing Young Workforce

Skills for life

During planned play experiences the children will use every day objects to develop their life long learning for work.

Examples are:

A cook book in the house corner

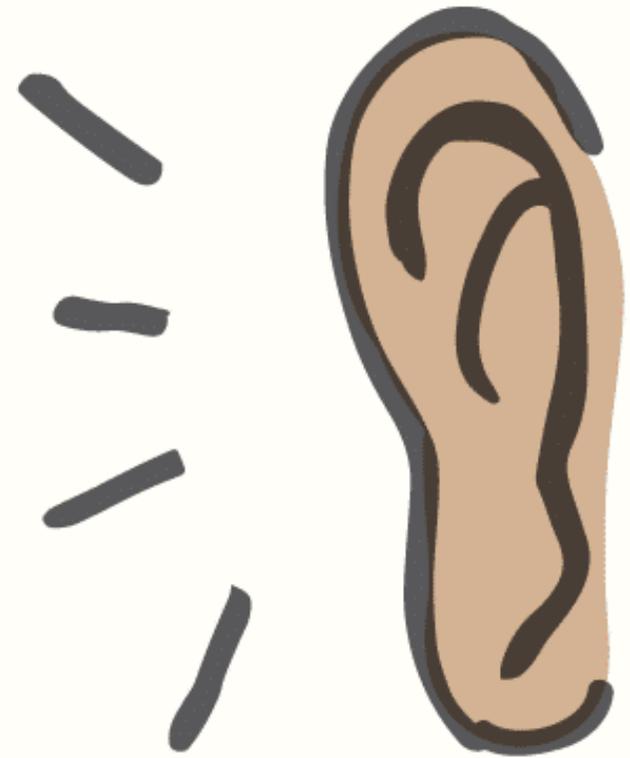
Letters and stamps in the post office

Money and price tags in the shop



Listening and Talking

- Sharing news stories
- Sharing ideas and opinions with classmates
- Short personal talk
- Comprehension activities
- Circle Time
- Following basic instructions
- Group work



Teaching Phonics in P1





What do we do in school to teach Phonics?



1. INTRODUCE INITIAL SOUND.

2. TEACH SOUND ALONGSIDE ACTION – DISCUSS THE PART OF THE MOUTH THE SOUND COMES FROM.

3. MATCH THE SOUND TO THE LETTER IN THE ALPHABET. SING THE SONG.

4. INTRODUCE LETTER FORMATION.

5. ACTIVITIES TO PRACTISE: RECOGNISING SOUND, IDENTIFYING SOUND AND LETTER FORMATION.

6. BLENDING SOUNDS TOGETHER TO MAKE WORDS.

AS SOUNDS ARE INTRODUCED, THEY WILL BE SENT HOME (IN PAIRS). IDEAS FOR GAMES WILL BE ADDED TO GC

Jolly Phonics

<https://www.youtube.com/watch?v=ei0iFs5uF6w>



What is the purpose of these activities?

- These are the important foundations of reading and writing.
- Activities are interactive – engaging, fun, exciting.
- Use of multi-sensory media (examples are chalk, sand, rice, shaving foam)



Learning through play and exploration

- We know from research that younger children learn better through play experiences.



Reading in P1

Concepts of print

*Parts of a book (spine, title, front cover etc.)

*Read from left to right.

*Letters, words and sentences.

*Where you begin to read, where you finish reading.

*Books convey meaning.

Whole school reading strategies and characters.

Insch School Reading Strategies

We are learning to use the strategy

Chunky Monkey



I can **break up** and **chunk** words into sounds and syllables.

We are learning to use the strategy

Observant Owl



I can use the **pictures** and **diagrams** to help me understand the text.

We are learning to use the strategy

Spelling Squirrel



I can use **spelling** and **phonics** to read new words.

We are learning to use the strategy

Pronouncing Polly



I can **sound out** words with increasing pace and confidence.

We are learning to use the strategy

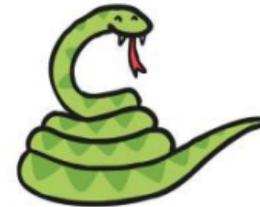
Tommy the Tracker



I can **follow** what I read and other people using my finger or a tool.

We are learning to use the strategy

Slide the Snake



I can **blend** words together.

We are learning to use the strategy

Izzy Investigator



I can use parts of the book like the blurb and pictures to help me make **predictions** about the story.



Reading Books

Oxford Reading Tree Scheme, Jelly and Bean, Sunshine Spirals and A-Z. Floppy, Mum, Dad, Biff, Chip and Kipper

Books are ordered according to stage.

Children **usually** receive two books per week once they are ready for this stage.

Getting ready to write..

•Fine-motor skills

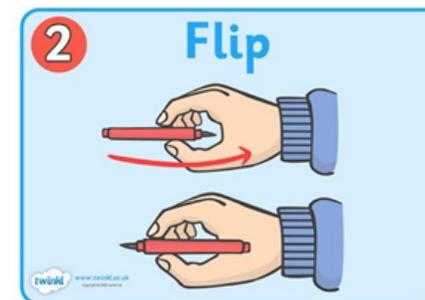
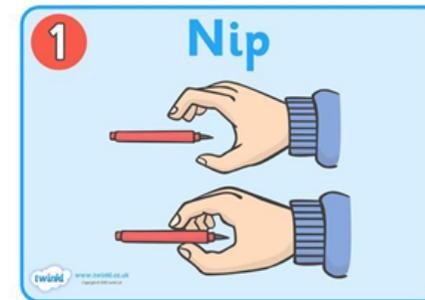
- Building up the muscles in the hands.
- Pencil control – drawing, patterns and tracing.
- Scissor skills

•Choosing a dominant hand / pencil grip

- Some may still be working on this.

•How to help at home:

- Activities / things around the home to promote FMS
- ie: threading, holding pegs, playdough, activities that allow for squeezing, rolling and gripping.
- Putting on shoes and clothes independently – zips, buttons etc.
- Outdoor learning



Writing Process

Could look like:

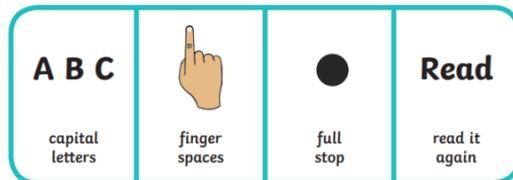
- Detailed black line drawings.
- Children being scribed for.
- Children adding in known words.
- Children writing initial sounds.
- Children using blending.
- Children using word banks.
- We encourage children to have a go and use their knowledge of phonics and tricky words. Spelling accuracy is not a focus at early level.



100 high-frequency words on ground, grass and sky



SpellingBox © copyright 2006, SpellingBox Teacher Resources (www.spellingbox.co.uk)



What does a writing lesson look like in the classroom?

Forming letters correctly - ground, grass and sky.

Sharing targets - start at edge of line, finger spaces, full stops and capital letters.

Teacher modelling good examples.

Variety of writing tasks, including news, stories, letters, lists and instructions.

Each child working through the progression at their own pace.

Tricky Words/Code words/Passwords



These are words that children cannot sound out, such as: the be was
Labelled word tubs - keep in bags.

Tricky words are sent home weekly.

Practise reading and writing the tricky words.

Progression of Writing



Over the next few slides we will show you the stages that children go through to develop writing skills.

Mark making and experimenting with letters

Progression of Writing 2

Shared Writing

Pupils write known words
e.g. Mix _____ pancake.

Encourage sounding out.
'M-I-X the pancake.

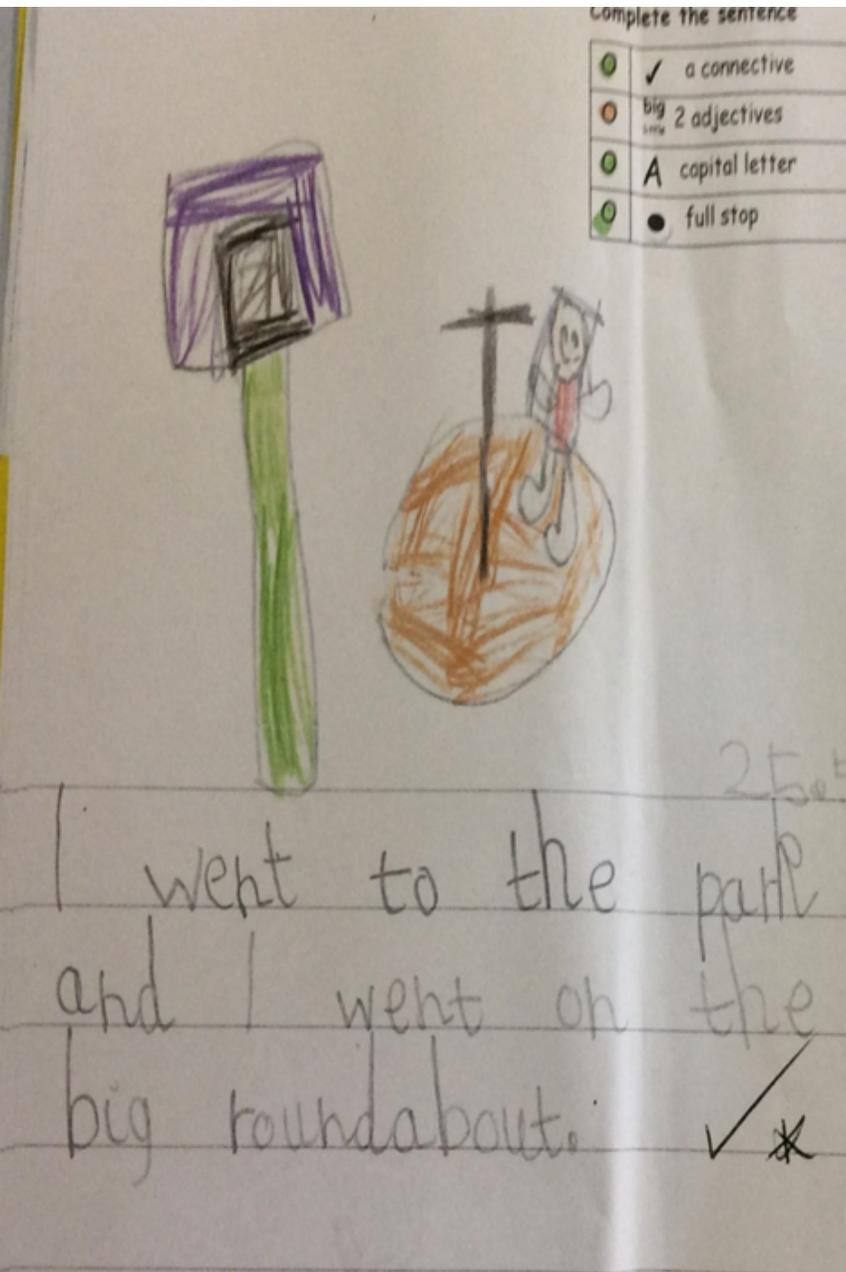
Use word banks and
classroom support.



a b c d e f g h i
j k l m n o p q
r s t u v w x y z



Progression of Writing 3
CVC words using magnetic letters



Progression of Writing 4

- Independent writing using finger spaces, capital letters and full stops.
- Some children may achieve this by the end of P1 but some may need more time into P2.



Questions: Literacy

Numeracy: Core Learning

We will focus on areas such as:

- Skills for life – Developing Young Workforce
- Number (formations, characteristics, amounts, operations, number bonds)
- Shape (2D and 3D)
- Measurement
- Money
- Information Handling



Our Aims

- **Enhance** children's natural interest in mathematics and build confidence.
- **Build** on children's previous experiences and knowledge.
- **Integrate** mathematics into other activities and subject areas.
- **Provide** a play-based and exploratory context for maths, encouraging children to solve problems.

Number

There is a lot more to number than being able to count.

It is important for children to be able to use number flexibly and to apply its concepts in different ways.

Where they can experience number in a variety of contexts & environments and have a true understanding of what they represent.

Concepts: 1 to 1 correspondence, counting sets of objects, before/after/in between, relationships between numbers (1 more, 1 less), addition/subtraction stories, counting backwards, skip counting.





Ten Town

- https://www.youtube.com/watch?v=AgYG_Tv9VSE

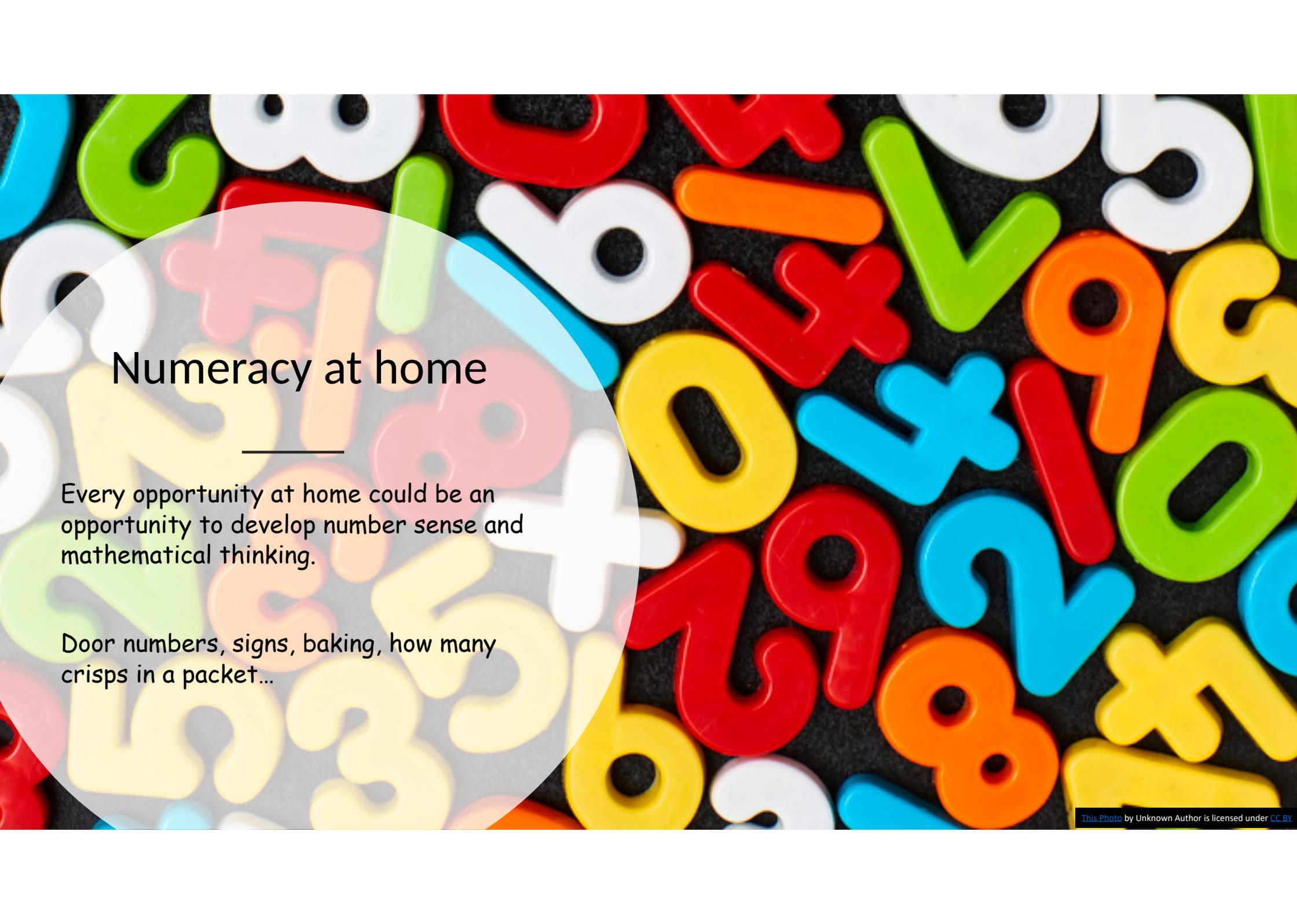


Numeracy in play

Extending Learning in Play

We can encourage children's thinking by asking questions such as:

- What number goes here... How do you know?
- How far away do you think that is?
- Which has more? Which has less?
- Which number comes after? Which number comes before?
- Can you show me another way?
- How many do you think there is? How can you know for sure?



Numeracy at home

Every opportunity at home could be an opportunity to develop number sense and mathematical thinking.

Door numbers, signs, baking, how many crisps in a packet...



Questions: Numeracy