

EARLY READING AND EARLY WRITING

The logo for Rainbow Education Multi Academy Trust is centered on the left side of the slide. It consists of a large light blue circle containing a smaller circle with a rainbow-colored border. Inside the rainbow border, the text "Rainbow Education" is written in white, with "Rainbow" on the top line and "Education" on the bottom line. To the right of "Education", the words "MULTI ACADEMY TRUST" are written in a smaller, white, sans-serif font, stacked vertically.

Rainbow
Education
MULTI
ACADEMY
TRUST

Isla Baggaley
Christina Heron



“From the first days of life, children’s experiences with language and literacy shape how they think, learn, and grow. Early literacy is not just a predictor of later school success, it is the foundation for it.”

— National Early Literacy Panel Report

15251

**GOVERNMENT APPROVED PHONICS SCHEMES:
VISUAL MNEMONICS FOR RECEPTION CHILDREN**

READ WRITE INC. (RWI)

a



a - apple. "Round the apple, down the leaf."

s



a



t



JOLLY PHONICS

s



t



**LETTERS AND SOUNDS
(PHASE 2 MNEMONICS)**

s



**LETTERS AND SOUNDS
(PHASE 2 MNEMONICS)**

m



d



FLOPPY'S PHONICS

S



s - sun

BUG CLUB PHONICS

Decoding vs. Comprehension (The Simple View of Reading)

El gato Manolo

Mi amiga Ana tiene un gato. Es un gato pequeño de color crema-naranja. Tiene 1 año. Ana lo llamó Manolo. Manolo come pescado. Le gusta comer salmón. También le gusta tomar leche.

A Manolo le gusta jugar. Ana juega con él usando cintas y pelotas. A Manolo le gusta trepar. Trepa sobre la cama, el sofá y hasta el refrigerador. A Ana le gusta hacer sus tareas y leer al lado de Manolo.

The complex pathology of this condition involves **emphysematous destruction of lung parenchyma, diffuse interstitial fibrosis, changes in the composition of lung immune cells, increased production of immunomodulatory factors and the prominent remodeling of pulmonary vasculature**

c a t
• • •
→



What do we want Reception children to be able to do by the end of the year?

Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Case Study



James



Noah

How can we stop the gap widening?



Teach Noah to read for himself.

Read and talk with Noah about stories everyday.

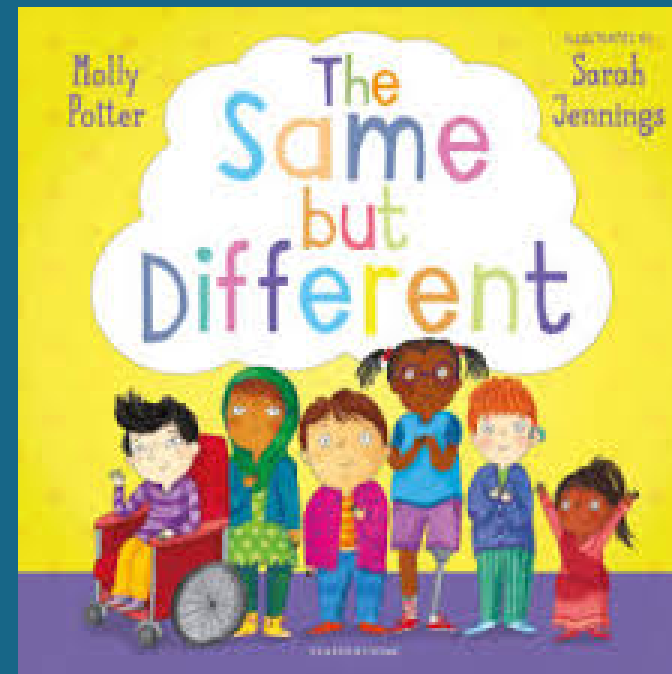
How can we build a love of reading in Reception?

The Learning Environment



Cosy Reading Corners

Front-Facing Displays



Diverse Book Baskets

How can we build a love of reading in Reception?

Engaging Storytimes



Be a Role Model

Re-reading is key



Daily Storytime Vote

A reading lead should:

Lead and monitor the delivery of a high-quality, systematic synthetic phonics programme (SSP)

Curate a diverse, engaging school-wide library and classroom book corners that promote reading for pleasure.

Implement rigorous, diagnostic reading assessments to identify and support struggling readers, including those with SEND.

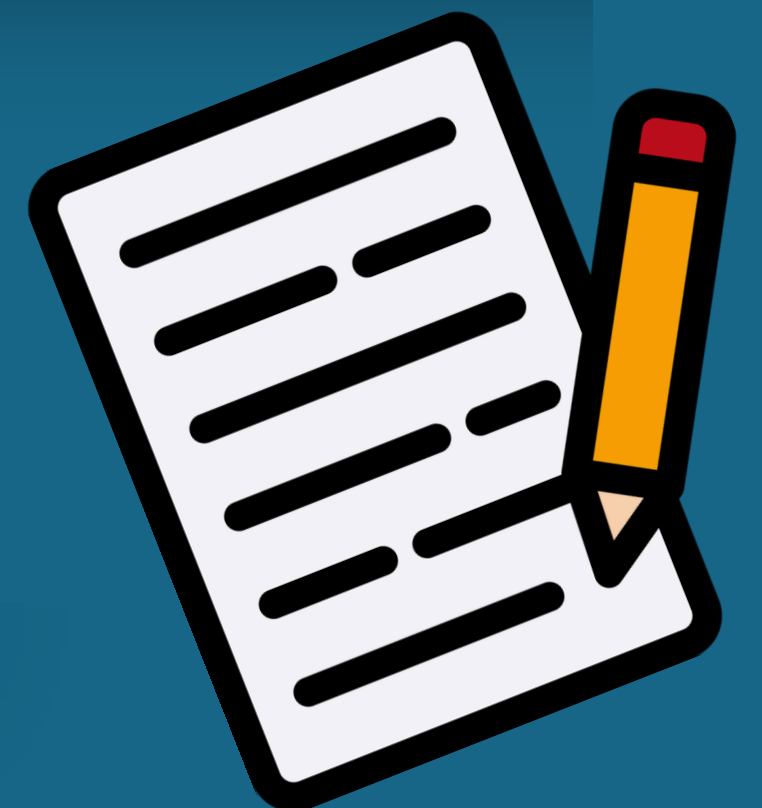
Provide targeted CPD for staff on evidence-based reading interventions and comprehension strategies.

Develop a love of reading across the whole school by organising events and author visits.

Plan and review a clear progression map for reading comprehension skills across all key stages, from Reception to Year 6, ensuring a sequenced and ambitious curriculum for all.

Learning to write is one of the hardest challenges pupils face at school but is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English.

The Writing Framework



The Curriculum and Assessment Review has emphasised the importance of mastering foundational concepts in English. For writing, it is essential to teach pupils transcription skills (handwriting and spelling) from an early age, beginning in reception. This early instruction helps pupils to acquire these skills gradually, allowing them to free up working memory for composing. It may be sensible, therefore, for schools to focus on securing high-quality teaching of transcription now, pending publication of the revised national curriculum.

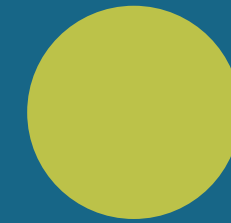
The Writing Framework



The Writing Framework

Section 1: The importance of writing and a conceptual model

Why does writing matter?



The Writing Framework

Section 1: The importance of writing and a conceptual model



Why does writing matter?

a crucial life skill

creates opportunities

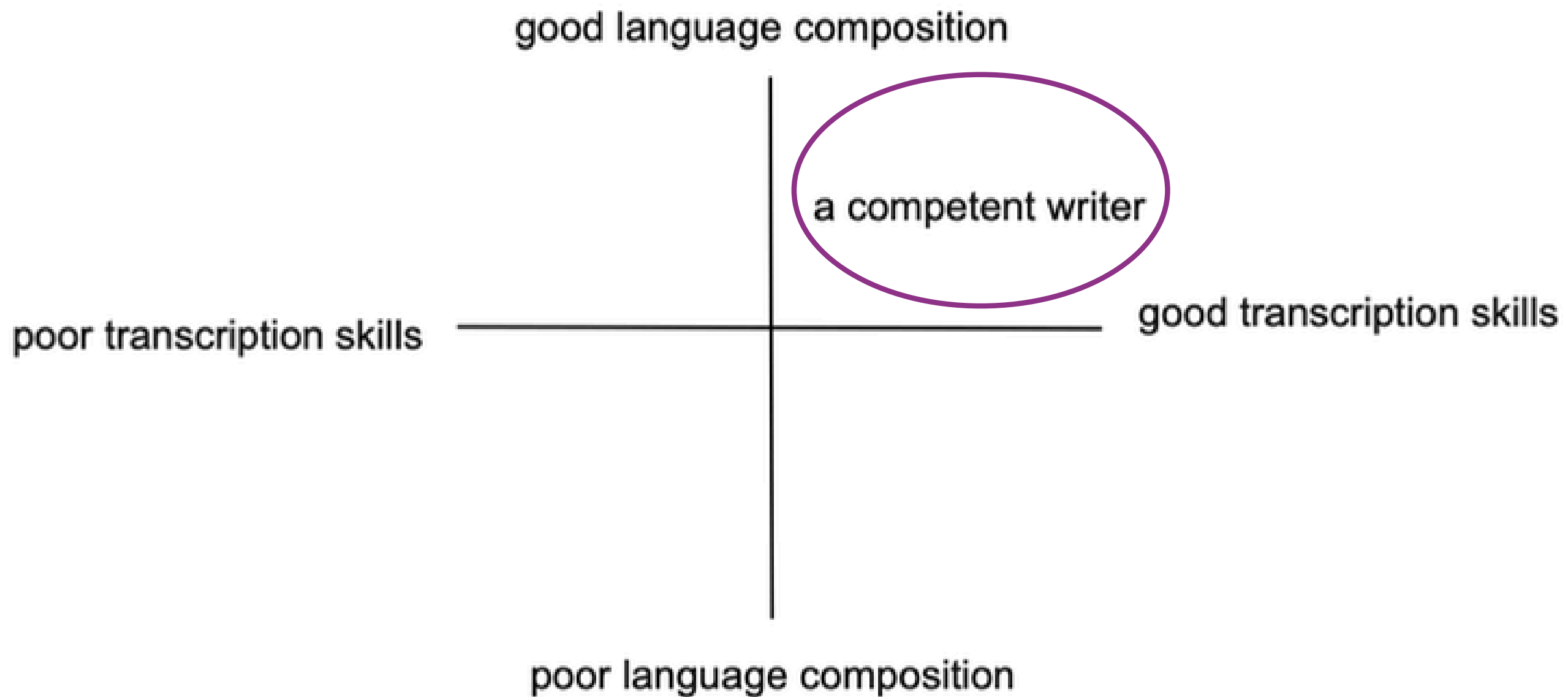
helps thinking and learning

self-expression and
wellbeing

enables pupils to express attitudes, opinions,
judgements and ideas

it aides communication and
social relationships

The Simple View of Writing



In Their Shoes

- Rule 1: Use your non-dominant hand.
- Rule 2: You must use 'The Mirror Code' for letters. Every time you need to write a letter that has a clear left/right orientation (like b, d, p, q, e, L, F), you must write it perfectly mirrored
- Rule 3: Work from right to left. You must start on the right side of your page and write toward the left

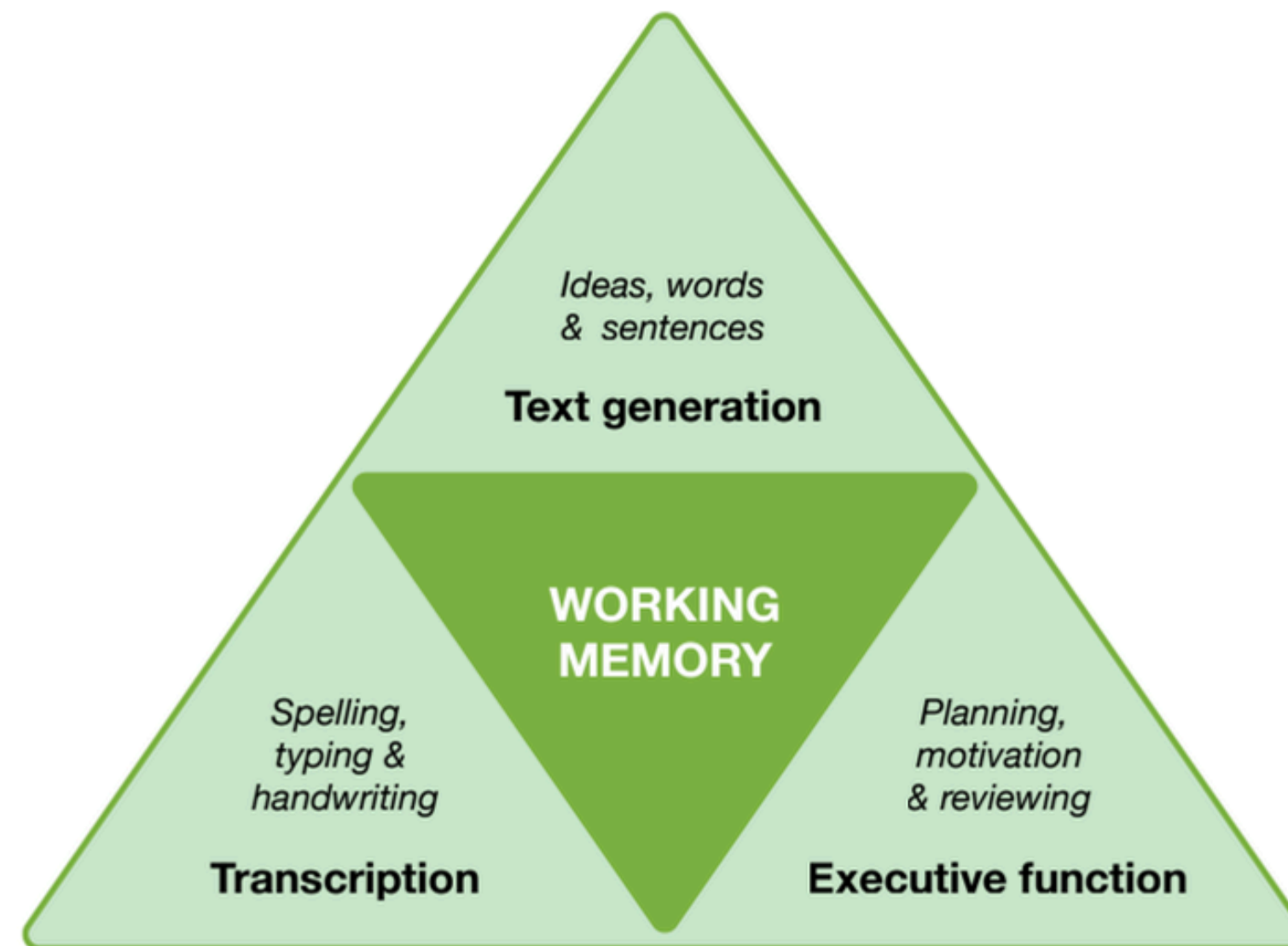


Connect to the Child's Reality

What the Adult Experienced	A Child's Experiences of Early Writing
Using the non-dominant hand	Developing gross/fine motor control and dynamic tripod grip.
Flipping letters intentionally	Learning arbitrary shapes (Why does a line and a circle make an a , b, d , or p depending on orientation?).
Writing right-to-left	Mapping spatial awareness and tracking print flow on a page.
Forgetting the sentence	Cognitive overload. When transcription isn't automatic, composition is nearly impossible.



The Simple View of Writing



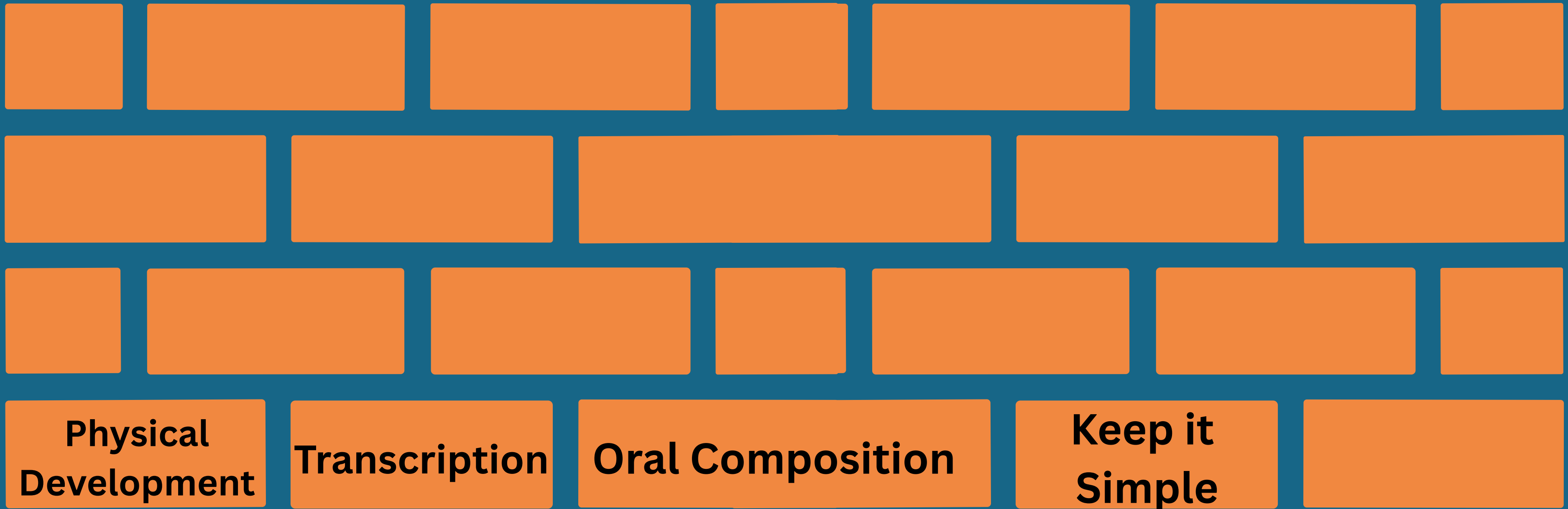
**Transcription is
Priority**

**Oral Composition
is Vital**

**Keep it
simple, do
it well**

**Physical
Development
Matters**

Building on the Strong Foundations



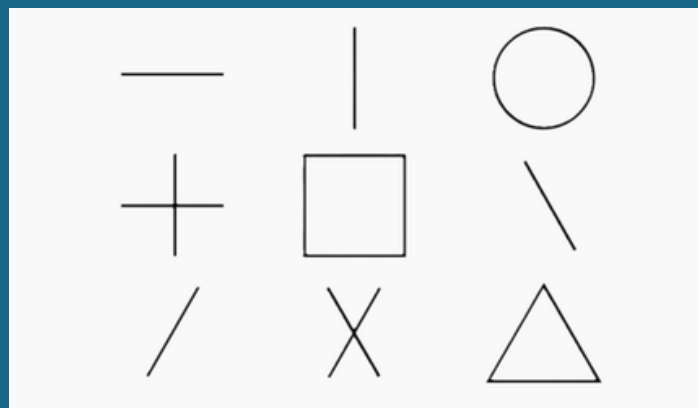
Physicality: The Motor Foundation

- **Gross Motor Skills:** Developing core strength, shoulder stability, and elbow joints through climbing, crawling, and large-scale movements.
- **Fine Motor Skills:** Developing the "intrinsic muscles" of the hand through activities like playdough, threading, and using tweezers.
- **Tripod Grip:** A focus on moving from a palmar supinate grasp (whole hand) to a functional tripod grip to allow for fluid writing.



Transcription: Spelling and Handwriting

- **Phonics is Key:** Writing is the "encoding" side of phonics
- **Letter Formation:** Schools with strong foundations teach letter formation explicitly and early. This prevents "bad habits" (like starting letters from the bottom) that slow down writing speed later in KS1.
- **Dictation:** By telling the child exactly what to write, you free up 100% of their working memory to focus purely on transcription.
- **Automaticity of Handwriting and Spelling**



Composition: From Talk to Text

- Oral Rehearsal: Encouraging children to speak their sentences aloud multiple times before putting pen to paper
- Vocabulary Wealth: Exposure to high-quality stories and non-fiction to build a "bank" of words and phrases
- Foundational Sentences: In KS1, the focus is on the "simple sentence"—understanding where a capital letter goes and why a full stop is necessary before moving on to more complex sentences.



The writing framework

July 2025



How do we give pupils regular chances to orally compose sentences so that talk supports writing?

1

2

What does modelling of oral composition look like in lessons?

How are we supporting pupils to move from orally composing one sentence at a time, to internalising this process so that they can generate text independently in their heads?

3

As a writing lead you should:

Consider National Professional Qualification in Leading Literacy (NPQLL)

Build the foundations for writing from the start of Reception

Ensure all pupils, including those with SEND, have high-quality writing teaching that is accessible for them, appropriate for their needs and enables them to make progress

Develop an in depth understanding of the graduated approach and how it can be implemented to ensure teaching is as precise as possible for all pupils

Ensure teachers are aware of research and rationale around curriculum design

Plan a well-sequenced curriculum across the whole of the primary stage, starting in Reception and consider how the different elements of writing fit together to ensure pupils' working memories are not overloaded

