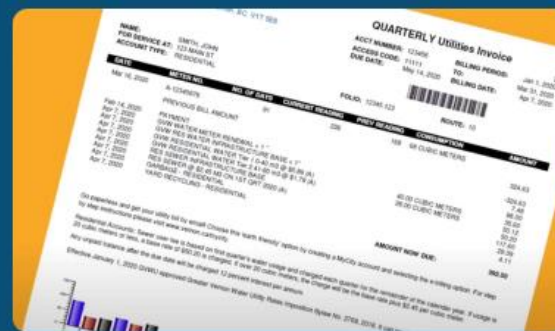




Year 1

Reading Workshop

How many times have you already read today?



Phonics



“

Phonics is:
making connections between the sounds
of our spoken words and the letters that
are used to write them down.

”

Phonics Terminology

Word	Definition
Phoneme	The sound
Grapheme	The letter representing the sounds
Digraph	Two letters making one sound e.g. sh in sh-i-p/
Trigraph	Three letters making one sound e.g. igh in n-igh-t.
Blending	The process of using phonics for reading. Children identify the phonemes and put them together in order to read a word.
Segmenting	The process of using phonics for writing. The children listen to the whole word and break it down into its phonemes.
Split digraph	Two letters making one sound but they are not next to each other.

Phonics in Year 1

In Year 1, the first few weeks of the Autumn term is spent reviewing all knowledge taught within Reception. We then move on to phase 5 (alternative spellings of phonemes already taught).

Each phonics session is split into parts:

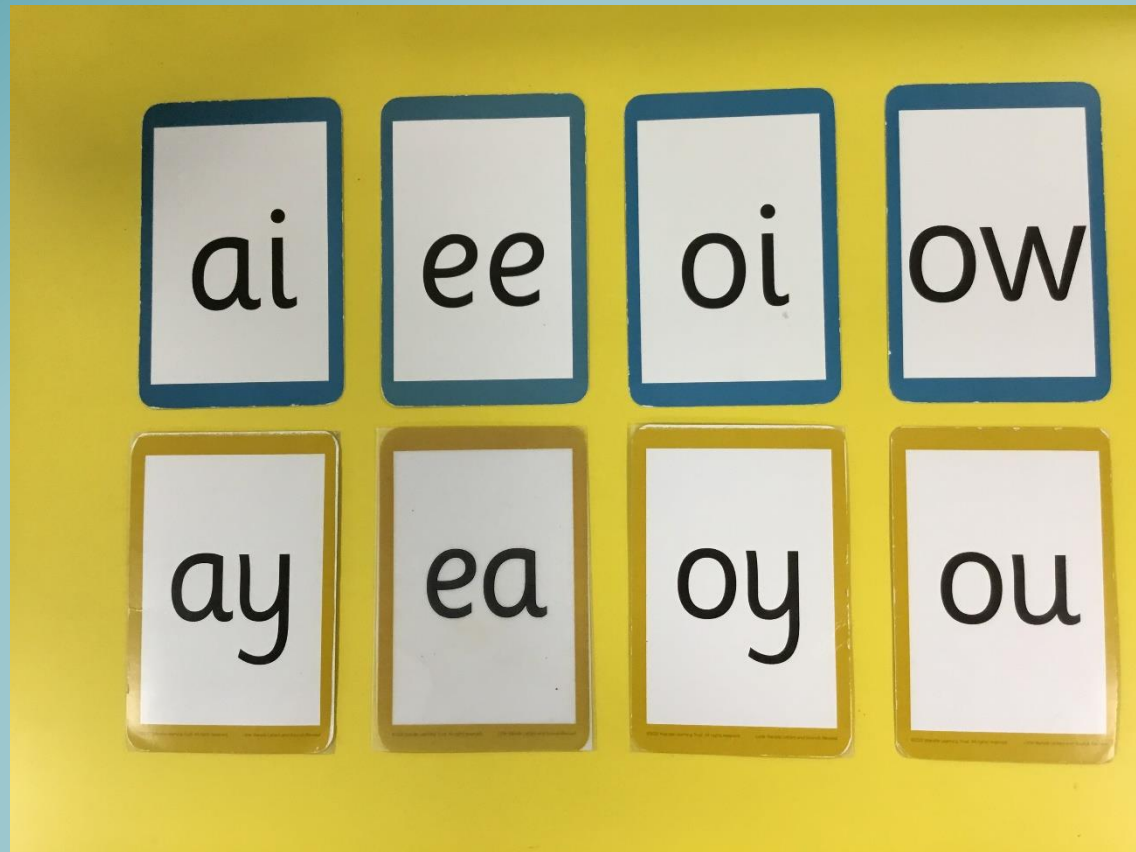
Review - Reviewing phonemes (sounds) previously taught

Teach - Introduction of new phonemes (sounds)

Apply - Application of new sounds through sentence reading and spelling

In Phase 5 children learn:

- new graphemes for the sounds they already know



In Phase 5 children learn:

- that the same grapheme can have alternative pronunciations.

Grow the code grapheme chart										Phase 2, 3 and 5				
s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c k ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j j dge ge	v v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th ng ng	nk nk		a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si



<https://vimeo.com/743021918>

How many phonemes are in the following words?

Words
clue
fly
apple
cheese
fruit
wheel

Words
c-l-ue
f-l-y
a-pp-le
ch-ee-se (z)
f-r-ui-t
wh-ee-l

Tricky words

Children are taught that these words cannot be decoded so are spelt out using letter names, not sounds

Words
many
your
water
oh
their

Words
man y
yo ur
wa t er
o h
the ir

Phonics Homework

Little Wandle – Letters and Sounds Year 1 Phonics Home Learning

Phase 3 & 4 (review) / Phase 5 – Autumn 1 Week 2
Focus – Review Phase 3 / Words with 2 or more digraphs



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school –

ai	ee	igh	oa	oo
ar	or	ur	oo	ow
oi	ear	air	er	

We will be reading and writing words. Can you see this week's focus phonemes?

fears	year	fishes	bigger
cheep	shower	chain	finger
queen	tooth	singer	shark

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

My fishes are bigger than the cat.

I can feel the cobweb with my finger.

The sheep has sharp teeth.

My garden feels cool in the morning.

We will be practising tricky words. Can you spot the tricky part of the word?

what	when	he	she	we
be	me	have	love	

We will be spelling words. Can you write these words? Can you use the correct phonemes?

hair	march	chair	sharp
------	-------	-------	-------

Year 1 Phonics Screening Check

In June, all Year 1 children will undertake the phonics screening test. This test is mandatory for all children.

If any children do not pass their phonics screening they are given extra support the following year.

Reading at School

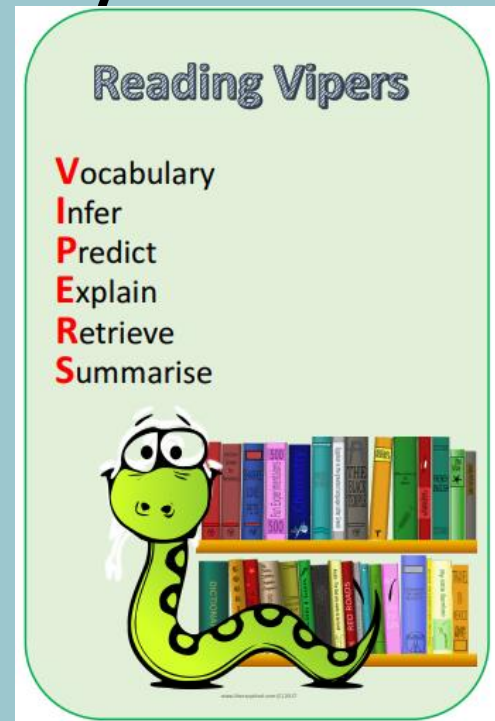
‘The hearing of reading is NOT the teaching of reading’

At The Mead we want to ensure that every child has the opportunity to grow as a reader this is why we have introduced Bug Club into our curriculum.



Bug Club

- Children listen to a story
- Learn and rehearse new vocabulary
- Comprehension skills challenged throughout period of study
- All question types are explored
- Children retell stories



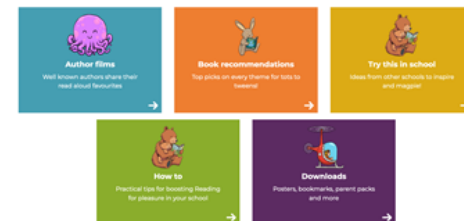
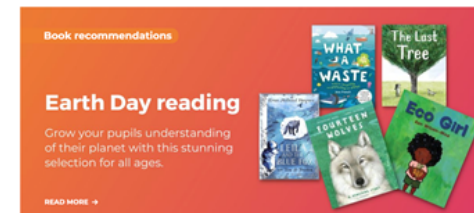
Reading at home

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Sharing reading opportunities with your child

It's not just about books! Encourage your child to read anything and everything. This will help your child understand that reading is a tool that can be used in all areas of their life.

When reading with your child encourage them to decode unfamiliar words by using their phonic knowledge. Practise blending sounds together.

Reread familiar enjoyed books.

Remember if your child hesitates or makes mistakes, they are learning!

Talking about books

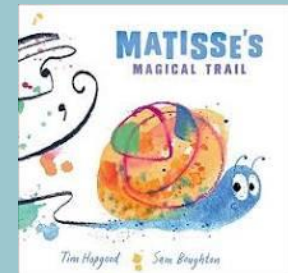
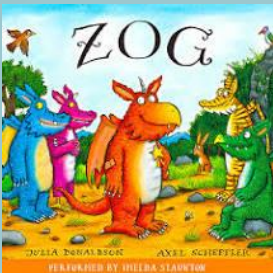
Vocabulary	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means. • What does this word or phrase tell you about? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	Explain	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Infer	<ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say? • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Retrieve	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
Predict	<p>Look at the book cover/blurb – what do you think this book will be about?</p> <ul style="list-style-type: none"> • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? What do you think? 	Sequence (KS1)	<p>Can you number these events 1-5 in the order that they happened?</p> <ul style="list-style-type: none"> • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Reading for Pleasure

We want our pupils to develop a lifelong love of reading.




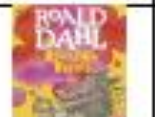
















To encourage this:

- Children choose their own books.
- We have a class reading area.
- We have quality key texts across our curriculum.
- We visit the school library and borrow books.
- We vote on a story for our 'Friday Finish'.
- Children participate in events throughout the year.



40 Possible Year 1 Reads



 Where the Wild Things Are Maurice Sendak	 Peace at Last Jill Murphy	 Six Dinner Sid Inga Moore	 Beegu Alexis Deacon
 The Storm Whale Benji Davies	 Julian is a Mermaid Jessica Love	 Revolting Rhymes Roald Dahl	 The Pea and the Princess Missi Grey
 I want my hat back Jon Klassen	 Man on the Moon Simon Gartram	 Chocolate Cake Michael Rosen	 Joy Corrinne Averis
 Sona Sharma very best big sister Chitra Soundar	 Captain Tom Moore Maria Isabel Sanchez Vegara	 Lights on Cotton Rock David Litchfield	 On Sudden Hill Linda Sarah
 Anika and the Dragon Hannah Camona	 The Owl who was Afraid of the Dark Jill Tomlinson	 Poems out Loud! Laurie Stanfield	 Somebody Swallowed Stanley Sarah Roberts
 Meerkat Mail Emily Gravett	 The Most Magnificent Thing Ashley Spires	 You're called what? Kas Gray	 There's a tiger in the garden Lizzy Stewart

40 Possible Year 1 Reads



 Once Upon a Raindrop James Carter	 The Big Book of Blooms Vivian Zomer	 Never show a T-Rex a Book Rashmi Sindeshpande	 Dolphin Boy Michael Morpurgo
 A cat's guide to the night sky Stuart Atkinson	 Do you love dinosaurs? Matt Robertson	 Neneh's the Adventurer Ranjit Singh	 Funnybones Janet and Allan Ahlberg
 Gorilla Anthony Browne	 The Lost Homework Richard O'Neill	 Wigglesbottom Primary The Magic Hamster Pamela Quilliam	 I'm Socking with you Smriti Kalia
 Paddington Michael Bond	 The Lighthouse Keeper's Lunch Ronda Armitage	 Harry and the Poisonous Centipede Lynne Reid Banks	 King of the Swamp Catherine Emmett

Thank you

Questions:

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- squirrels@mead.surrey.sch.uk