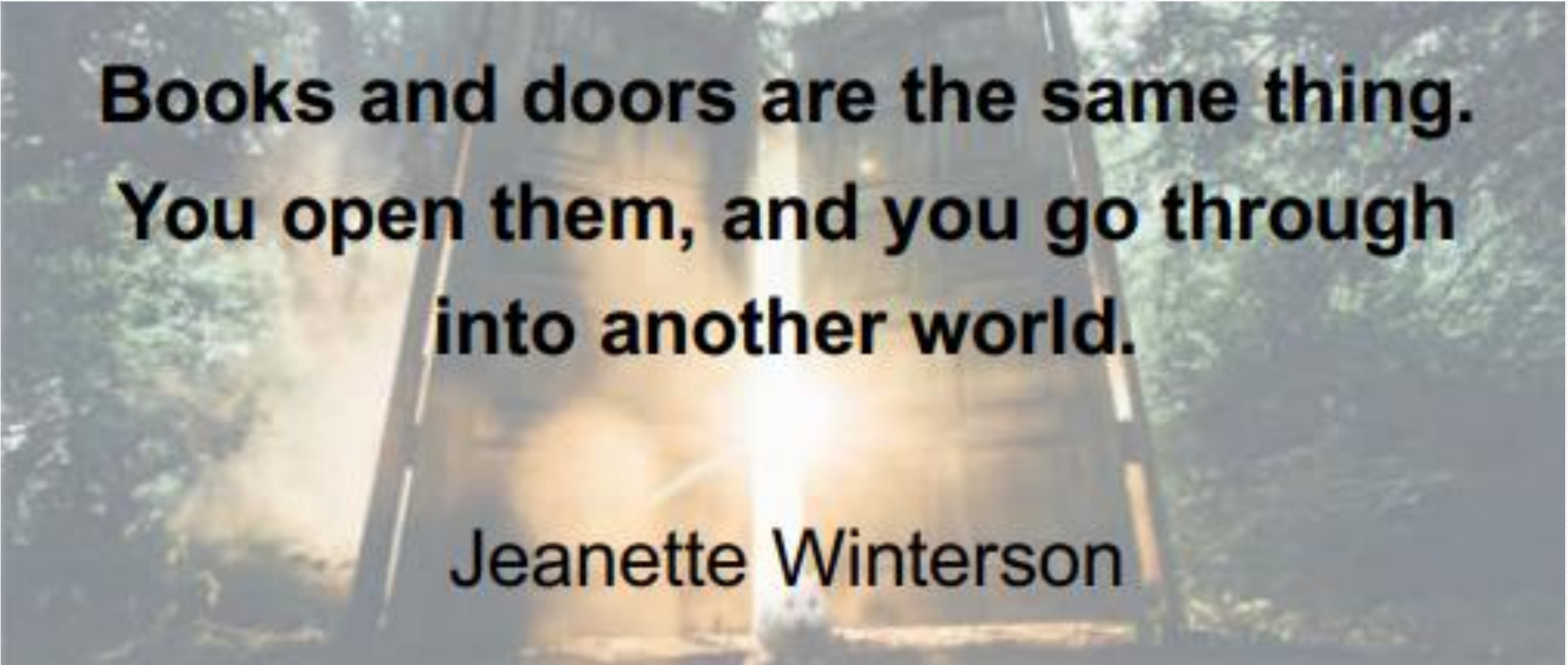




St. MICHAEL'S
CE (CONTROLLED) INFANT SCHOOL

Year 1 Reading Meeting



**Books and doors are the same thing.
You open them, and you go through
into another world.**

Jeanette Winterson

The National curriculum for English aims to ensure that all pupils:

- Read easily and fluently with good understanding
- Develop the habit of reading widely and often, for both pleasure and for information
- Acquire a wide vocabulary, an understanding of grammar, spoken language and writing



Phonics is:

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



Terminology

Terminology



Phoneme

Split vowel digraph

Grapheme

Blend

Digraph

Segment

Trigraph

Gradually your child learns the entire alphabetic code:



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words

Reading and spelling



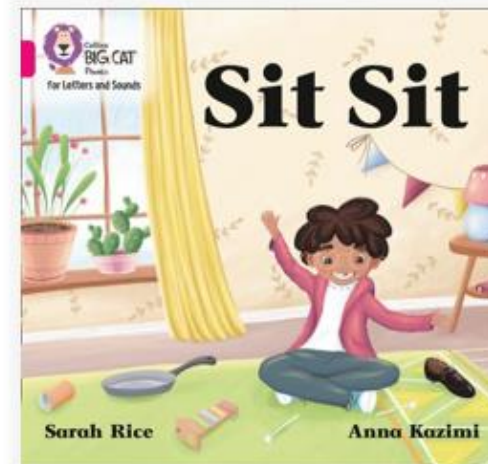
ea

each /ee/
head /e/
break /ai/

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



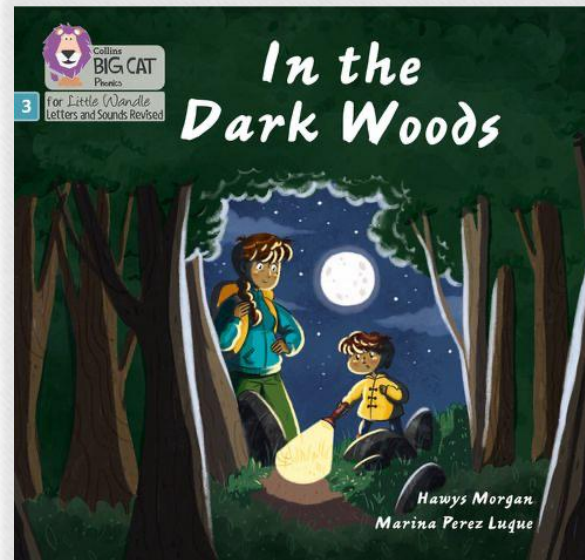
We use assessment to make sure that your child is on the right level of book

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

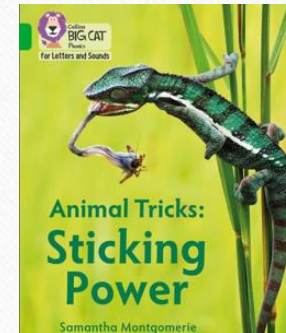
The three elements of reading

- Decoding
- Comprehension
- Prosody



Supporting the different needs of the children

- Weekly assessment to ensure the right grouping
- Adult support
- Word or phoneme focus
- Extending or scaffolding within the group
- Keep up sessions and pre-teach sessions



Feeding back to parents about a child's reading

- When the teacher hears a child read they focus on teaching them the skills that they are learning altogether as a class. This leaves very little time to write notes in the reading diary.
- Parents evening.
- Written report at the end of year.
- If the class teacher has a concern they will talk to you about it.

Helping with Reading at home

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

- 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...

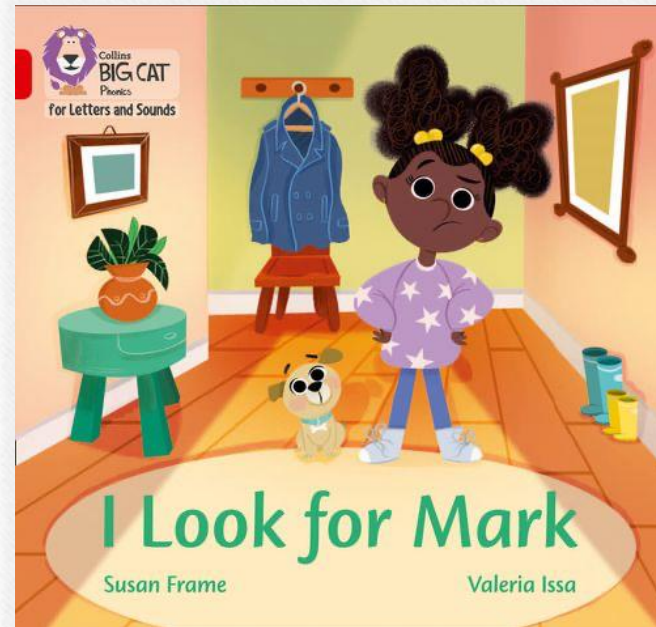
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

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



Listening to your child read their phonics book

Your child should be able to read their book without your help.
If they can't read a word read it to them.
Talk about the book and celebrate their success.



Supporting your Child with Phonics

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Are You
My
Mother?



©Open University



by P. D. East

GOODNIGHT

MOON

Reading for pleasure is
the single most important
indicator of a child's
future success

OECD 2002

THE VERY
HUNGRY
CATERPILLAR

by Eric Carle



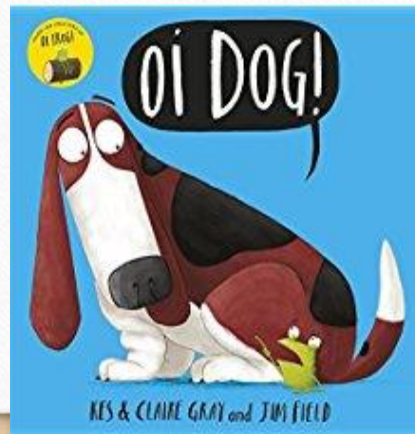
Don't
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Drive
the



Reading for pleasure

International evidence demonstrates that reading for pleasure:

- increases attainment in literacy and numeracy (e.g. Sullivan and Brown, 2013)
- improves general knowledge and vocabulary (e.g. Clark and Rumbold, 2006)
- encourages imagination, empathy and mindfulness of others (e.g. Kidd & Costano, 2013)



Supporting Readers at Home



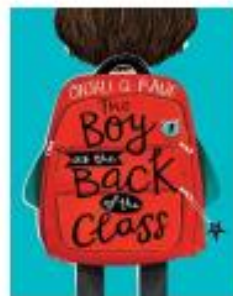
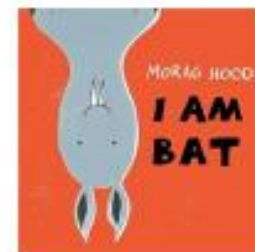
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



For more ideas see the OU website:
<https://www.researchrichpedagogies.org>

‘The more that you read, the more things you will know. The more that you learn, the more places you’ll go’

-Dr. Seuss

