



Year 1

Parent Reading Workshop

February 2020

Mr Millership
English Subject Leader

Focus

- How are we doing?
- What should a Year 1 pupil be able to read?
- How are your children assessed in their reading? What are the reading colours?
- How is reading and phonics taught?
- How can you best support your child at home?

Garlinge Reading results compared to National levels

Key Stage 1		National % in 2019
2018	2019	
74%	77%	75%

Key stage 2		National % in 2019
2018	2019	
80%	76%	73%

Year 1 Phonics Screening check

	GPSN 2017	GPSN 2018	GPSN 2019	National 2018*
Year 1 phonic check	79.6%	80.8%	83.2%	81.9%

Year 2 Phonics Screening retake

	GPSN 2017 %	GPSN 2018 %	GPSN 2019 %	National 2018 %*
Year 1 and 2 combined	83.9	92.0	89	92

National Curriculum expectations for reading in year 1.

Year 1 Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge to decode words. <input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught. <input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. <input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read words of more than one syllable which contain GPCs known. <input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. <input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge. <input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. <input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories. <input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart. <input type="checkbox"/> Discuss the meanings of new words, linking them to words already known. <input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading. <input type="checkbox"/> Talk about the significance of the title and events. <input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. <input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. <input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others. <input type="checkbox"/> Explain clearly their understanding of what is read to them.

What do the reading colours mean?

10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	End of Year 1
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	

Reading and phonics in year 1

- **Phonics**

Phonics is a big part of Year 1. Your child will continue to expand on their knowledge of phonics and will probably surprise you with just how quickly they develop their reading. They will do 20-30 minutes of phonics learning each day, just like they did in Reception. These are fun, pacy sessions which involve games and tasks. They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing. They will probably be encouraged to 'have a go' at spelling when writing independently, by phonetically sounding out words. Their teacher may well ask them to 'write it like it sounds' and, as the weeks go by, they will learn the correct sounds to replace those guesses.

Phonics screening test 2020

- There is a Year 1 phonics screening test in June, which helps your child's teacher to identify if your child is secure in sounding out and blending graphemes. It also detects if they can read phonically decodable words. Your child's teacher will be regularly assessing your child and will have identified any areas they need to focus on well before the test date.

Letters and Sounds



www.letters-and-sounds.com - Free resources for Letters and Sounds phonics

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

<https://www.phonicsplay.co.uk/member-only/>

Phase 2 (Reception)



Phase 3 (Reception)



Phase 4 (Year 1)

The Writing Room, 2020

Phase 4 Phonics sound mat

st  steak	nd  hand	mp  lamp	nt  hill	nk  ink	ft  gift	sk  skateboard	lt  lightbulb		
lp  laptop	lf  leaf	lk  lily	pt  pigeon	xt  x-ray	tr  tree	dr  dragon	gr  grass	cr  crown	br  brush
fr  fridge	bl  bell	fl  flag	gl  glasses	pl  plum	cl  clock	sl  slug	sp  spoon	st  starfish	tw  two girls
sm  smile	pr  pram	sc  scissors	sk  skunk	sn  snail	nch  bench	scr  screen	shr  shrub	thr  thru	str  string

Phase 5 (Year 1)

The School Bus, 2008

Phase 5 Phonics sound mat

ay  crayon	ou  house	ie  eggplant	ea  leaf	oy  boy	ir  girl		
	ue  blue	aw  paw	wh  whale	ph  dolphin	ew  newspaper	oe  egg	au  antenna
ey  key	a_e  apple	e_e  egg	i_e  bicycle	o_e  bone	u_e  cube		

How can I help my child in Year 1?

Carry on reading

Reading at home with your child is so important. It helps them to develop their learning in lots of areas. Your child's teacher will regularly send a reading book home each evening, and, apart from spellings (in terms 4 and 5), this is the main homework for pupils in year 1.

You may not always have time to read the whole book (schools understand home life is busy — lots of teachers are parents too) but just a few pages a day can increase their confidence and get them into the routine of practising and applying their phonic knowledge.

Dandelion readers

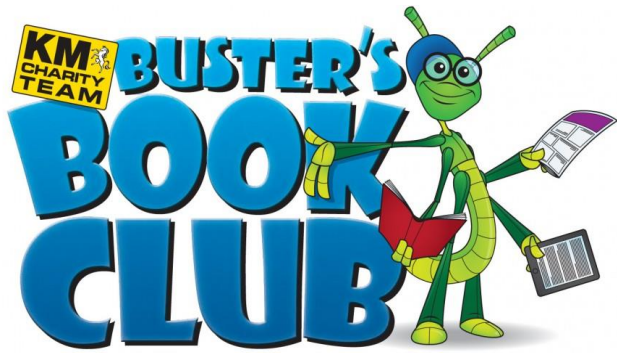


Dandelion readers are a highly structured synthetic phonics reading series. They follow phase 2, 3 & 4 of Letters and Sounds.

What we do in school?

During an average day, your child will have taken part in a good number of the following reading activities:

- Shared reading (whole class text that fits in with their topic)
- Daily phonics /reading (25-30 minutes)
- Independent reading (once a week)
- Selecting books/visits to the school library (lunchtime)
- Reading across the curriculum
- Home/school reading links/ clubs
- Listening to good books read aloud (not just the topic book)
- Weekly focused comprehension lessons (end of year 1)
- Targeted intervention groups (phonics)
- Buy 'Recommended Reads' for specific year groups (PTFA)
- Celebrate 'World Book Day' and Book Fairs.
- Continually invest in new books and classroom resources.



- Buster's Book Club initiative takes place every Wednesday night. Children are encouraged to read for 15+ minutes and then have their book mark signed. Kent awards for this.
- Weekly 'Reader of the Week' awards.
- Buster's Book Club reader of the week.
- Salford reading assessments take place every 2 terms. This allows teachers to move children up in their reading book colours and calculate their reading age.
- Classroom incentives e.g. Reading rockets, certificates for reading milestones e.g 10, 25, 50 books.

Reading Incentives



Reading Record



Dear Parents/Carers,

This is your child's reading record. This gives you the opportunity to support your child with their reading and raise any questions you may have.



Your child also has the opportunity to take part in Buster's Book Club every Wednesday. This is a reading initiative where your child will be set an individual reading target and a series of related challenges throughout the year. Inside your child's reading record will be a Buster's Book Mark attached where you will be required to record and sign the number of minutes read by your child each Wednesday.

Your child's reading record will also include a reading tracker. Each time your child completes a reading book and their reading record has been signed at home, they will receive a sticker both in class and to place on their reading tracker. Reading certificates are awarded when the milestones on your child's reading tracker are met and there are also lots of prizes on offer through this reading initiative.

Thank you for your support and please speak to your child's teacher if you have any further questions.

Mrs K Wasway

(Key Stage 1 Department Leader)

151	152	153	154	155
156	157	158	159	160
161	162	163	164	165
166	167	168	169	170
171	172	173	174	
176	177	178	179	180
181	182	183	184	185
186	187	188	189	190
191	192	193	194	195
196	197	198	199	

How can you best support your child?

- Read daily with your child (or at least 3x a week).
- Find a variety of text types, fiction and non-fiction that your child enjoys. Read and discuss these with your child.
- Raise the profile of reading at home. Share books with your child that you enjoyed at their age.
- Talk about the stories.
- Challenge children to work out words they don't know.
 - What would make sense there?
 - Have a look at this bit again.
 - Can you guess what that word might be?
 - Encourage children to persevere and use their phonics.

Phonics Support

- Encourage children to use their phonics to sound out a word.
- Praise them when they work out a word correctly. If they say: 'Is it?' and the word is correct, reply:
 - · Let's see if that makes sense. Yes - well done!
 - · Does that sound right? Yes - well done!

When the attempt is wrong:

- · That's a good word and it would make sense but the word the writer used is...
- · I like the way you tried that word but the word is actually...
- Patience is key

If a child still can't attempt a word after prompting, read it yourself. Give positive feedback on other aspects of their reading as often as possible, but without interfering with the flow of the reading:

- Well done! You could tell that wasn't right couldn't you?
- That sounded so good. Well done!
- Excellent. How did you know how to work that one out?

Finally...



Children should learn that reading is pleasure, not just something teachers make you do at school.

Beverly Cleary – Children's writer.