



Gayton Primary School

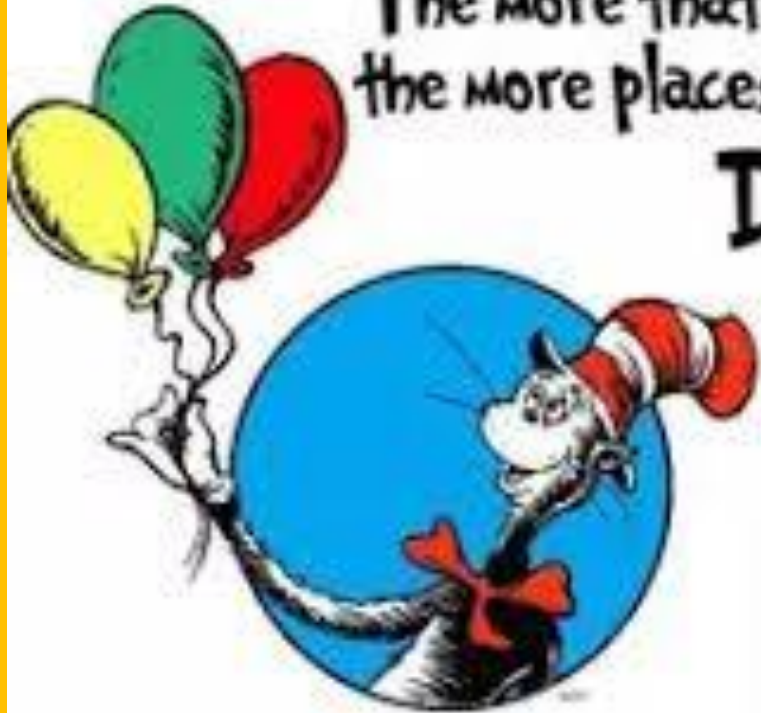
Reading Information
session for parents.

Year 1

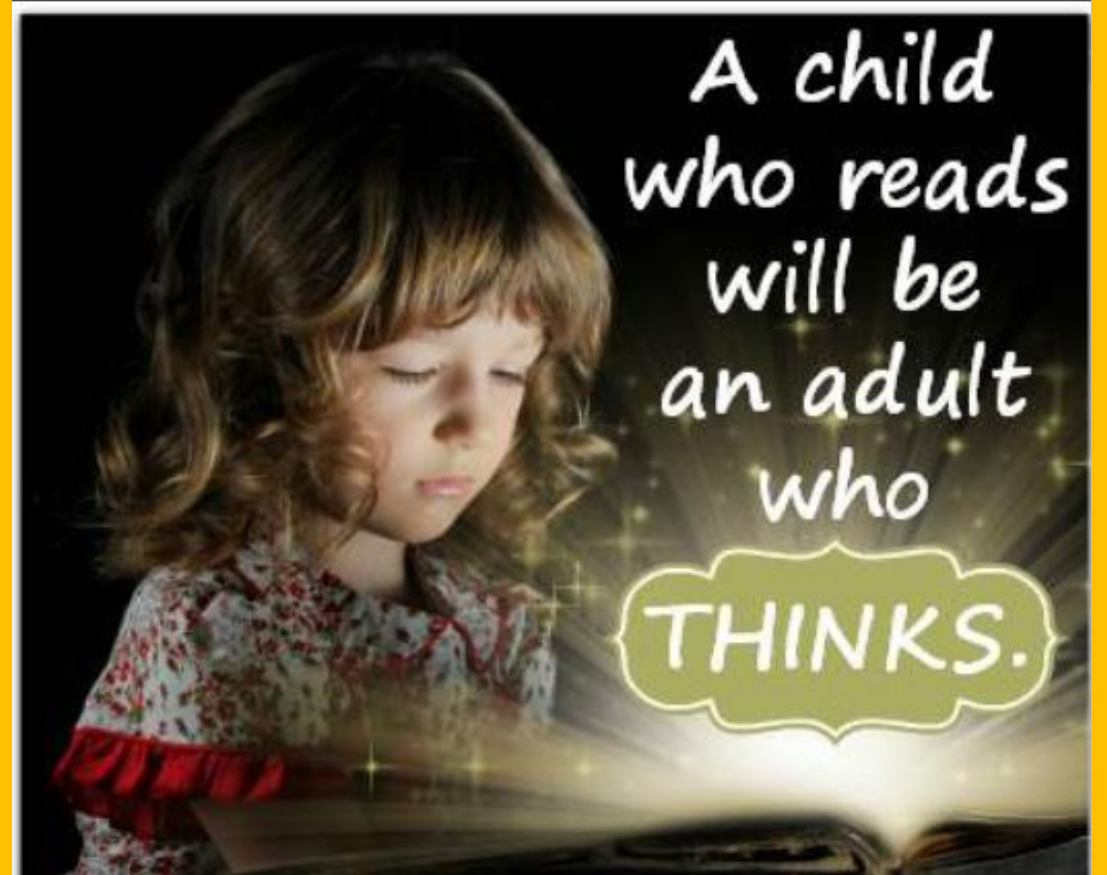
November 2019

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

Dr. Seuss



A child
who reads
will be
an adult
who
THINKS.



The Power of Reading!

▪ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.



▪ There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Reading in School

The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

Home readers

The hearing of reading is NOT the teaching of reading

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.

Word Reading

National Curriculum (Y1)

Year 1 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

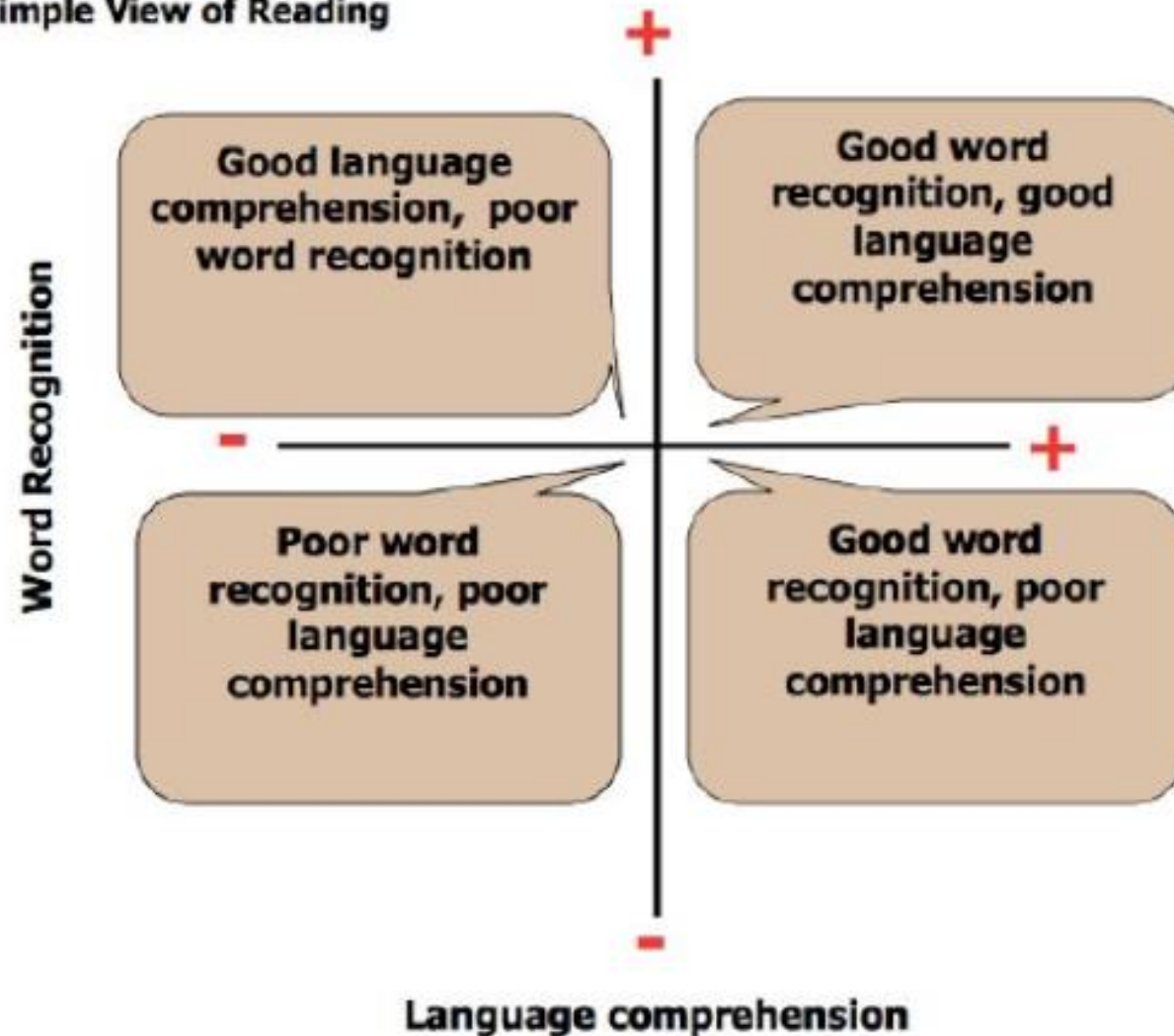
Y1 Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Re-cap of the simple view of reading

The Simple View of Reading



How we teach Reading: Word Reading

- **Blend** (vb) — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap.
- **Cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.
- **Digraph** — two letters making one sound, e.g. sh, ch, th, ph.
vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.
- **Split Digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site.
- **Grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').
- **Grapheme-Phoneme Correspondence** (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'.
- **Phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).
- **Segment** (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant- vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

<u>nc</u>	cn	ccn	<u>cnc</u>	<u>ccnc</u>	<u>cnc</u>	<u>ccnc</u>
off			cheese		hand	
	pure	blue		prawn		
						blast

hoe

rings

plant

grew

eight

heart

arch

no

play

crown

crisp

fork

bump

black

How we teach Reading: Word Reading

Things to practise at home:

- *KSI 'Common Exception Words' - Words that need to be read by sight without being sounded out (as this is not possible)
- *Vocabulary- Understanding the meaning of words.
- *Fluency- Developing your child's reading fluency (reading speed) with expression and understanding. The books they read should be able to be read fluently with very little/minimal sounding out/blending. If more than 5% inaccuracies in a book, try an easier one.

Common Exception Words – Year 1

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

PHONICS

PHONICS

Phonics Overview

Phonics helps children to develop good reading and spelling skills.

The ability to read and write is a vital skill for all children, paving the way for an enjoyable and successful school experience.

We use a synthetic phonics approach called 'Letters and Sounds'.

Synthetic Phonics is a way of teaching reading.

Children are taught to read letters or groups of letters by saying the sound(s) they represent - so, they are taught that the letter s sounds like s when we say it.

Children can then start to read words by blending the sounds together to make a word.

Some Definitions

A Phoneme

This is the
smallest unit of
sound in a word.



How many phonemes can you
hear in *cat*?

Some Definitions

A Grapheme

This is a letter
or group of
letter that
represents a
sound



How many graphemes can you
see in **cat**?

Phase 1 (Nursesey/F2)

- Environmental sounds (sirens, cars, birds etc.)
- Instrumental sounds (musical instruments)
- Body percussion (clapping, tapping, stamping)
- Rhythm and Rhyme (reading rhyming books, singing nursery rhymes)
- Alliteration (bouncy ball, licking lollies)
- Voice sounds (wheeee, boing boing)
- Oral blending and segmenting

Phase 2 (F2)

- Revisit phase 1 including 'sound-talk'.
- Phonemes (sounds) and graphemes (letters). They may be using pictures or hand movements to help them remember these.
- VC and CVC words

Phase 2 (F2)

- Sounds are introduced in sets

❖ Set 1: s a t p

❖ Set 2: i n m d

❖ Set 3: g o c k

❖ Set 4: c k e u r

❖ Set 5: h b f f f l l l s s

Phase 3 (F2 and beginning Year 1)

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in boat
ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- practise blending and segmenting a wider set of CVC words, eg fizz, chip, sheep, light
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

Phase 4 (Year 1)

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
 - CVCC words: tent, damp, toast, chimp. For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
 - CCVC words: swim, plum, sport, cream, spoon.
- They will be learning more tricky words and continuing to read and write sentences together.
 - Tricky words - said, so, do, have, like, some, come, were, there, little, one, when, out, what

Phase 5 (Year 1)

- The children will learn new graphemes for reading and spelling.
- They will learn best fit spellings.
E.g. ai, a-e, ay all make the same sound in words
- They will continue to read and spell tricky words.

Words are made up of Consonant sounds and Vowel Sounds...

- CVC - cat, dog, rain
- VCC - amp, end
- CCVC - stuck, plug
- CVCC - fund, hang,
- CV - go, toe, pay
- CCVCC - stung, plank
- CVCVC - bacon, lemon
- CCVCVC - trainers, brighten

Phase 6 (Year 2)

- Recognising phonic irregularities and becoming more secure with less common grapheme - phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past and continuous present tense -
look looked looking
- Investigating and learning how to add prefixes and suffixes
unhappy happier happiest

This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelt in more than one way (cat, kennel, choir))
- The same grapheme may represent more than one phoneme (me, met)

Lesson format

In each year group, phonic lessons follow the same format:

- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

What does quality phonics learning look like in school?

- Daily
- Fast pace
- Inclusive
- Varied multi-sensory activities
- Clear and correct enunciation of phonemes
- Timely and appropriate feedback
- Consistency of vocabulary eg sound buttons, split digraphs, sounds, letter shapes etc.

Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:


- Sound talking and rhyming.
- Playing games - table games or interactive games on the computer.
- Using phoneme frames, "sound buttons" and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme "detectives".
- Reading and writing sentences. Silly sentences are great fun!

Games...


1. Sticky Hands - Look at the word on your card. Move around the room. When I shout 'Sticky Hands' touch hands with someone near you. Segment your word for your partner and let them blend it. Then swap cards.
2. Phonics Relay! - Stand in a line in front of your sheet. The first person runs to the sheet and writes in the correct sound for one word. Run back and tap the next person to go.

Tricky Words and High Frequency Words– Year 1

I a had
the an back
go as and
to at get
no if big
in him
is his
it not
of got
off up
on Mum
can but
Dad will

Phase 2 (& start of 3) 

he **you** that
she **they** this
we **all** then
me **are** them
be **my** with
was **her** see
for
now
down
look
too

Phase 3 

said **were**
have **there**
like **little**
so **one**
do **when**
some **out**
come **what**

went
it's
from
children
just
help

Phase 4 

oh **called** **thought** **because**
their **asked** **through** **different**
people **water** **work** **any**
Mr **where** **mouse** **eyes**
Mrs **who** **many** **friends**
looked **again** **laughed** **once**
don't about here
old your saw
I'm day very
by made
time came
house make

Phase 5 

Phonics Screening Check – Statutory

- Early/Mid June
- Children expected to read 40 words.
- Mix of real and 'pseudo'/'alien' words.
- https://www.youtube.com/watch?v=IPJ_ZEBhIBk

- Useful website:



The screenshot shows the 'Oxford Phonics Check Support' website. At the top, the 'OXFORD UNIVERSITY PRESS' logo is on the left, and the 'Oxford School Improvement' logo is on the right. Below the header is a blue banner with the text 'Welcome to Oxford Phonics Check Support'. Underneath the banner is a navigation bar with four tabs: 'Introduction' (highlighted in blue), 'About the Y1 Phonics Check' (green), 'Using our Phonics Support' (yellow), and 'Next Steps' (pink). The main content area is titled 'Introduction' and contains text explaining the purpose of the support service. It mentions a 'Word List Generator' and provides advice on how to use it. To the right of the text is a small image of two children looking at a whiteboard. On the far right, there is a sidebar with the heading 'Make your own checks!' and two buttons: 'Generate your own Word List' and 'Generate Example Screening Check'. Below these buttons is a small text box explaining that the practice check reflects the style and content of the Year 1 Phonics Screening Check.

OXFORD
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Oxford School Improvement

Welcome to Oxford Phonics Check Support

Introduction About the Y1 Phonics Check Using our Phonics Support Next Steps

Introduction

Oxford Phonics Check Support provides you with all the support and advice you need on the Year 1 phonics screening check.

This service provides you with detailed information about the content and structure of the check. It features a Word List Generator that enables you to create word lists tailor made to your pupils' phonics learning, as well as to generate example checks which reflect the style and content of the Year 1 phonics screening check.

We provide advice and guidance on how to use the Word List Generator to support your phonics teaching in the classroom, we also show how to make the most of the range of phonics resources that Oxford offers to support all your children, but especially those who are struggling.

This service is not designed to rehearse children for the check or to replace rigorous and systematic phonics teaching throughout Reception and Year 1.

Make your own checks!

Select an option:

Generate your own Word List

Tailor make your own word lists appropriate to your pupils' phonics knowledge.

Generate Example Screening Check

Create a practice check that reflects the style and content of the Year 1 Phonics Screening Check.

Comprehension

Reading: Understanding

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- The next slide is easy to read - does anyone understand what it means?

An extract taken from a computer manual

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

How we teach Reading: Comprehension

QUESTIONING IS KEY

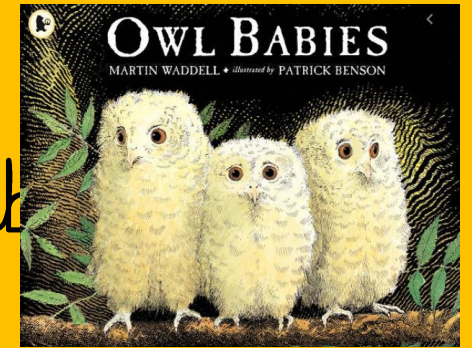
- What type of text is this book? (Fiction/Non-Fiction)
- Have you read any other books by this author?
- What do you think the book will be about? (Prediction)
- Can you find an example of an adjective/adverb on this page?
- Why did [the character] feel sad?
- What do you think might happen next? Why? (Based on what read so far)
- What does the word [insert word] mean? What is another word for [word]?
- Why did {character] do that?
- What features can you see on the page? (Non-Fiction)
- What does the word say? Use your sounds.
- What digraph is in that word?

Guided Reading at Gayton



Structure of a Guided Reading session.

1. Book Introduction



- Looking at the cover and the blurb
- Making predictions
- What links to prior reading can be made?
- Links to own experiences.
- Recapping on what has happened previously
- Locating and explaining new vocabulary

2. Strategy Check

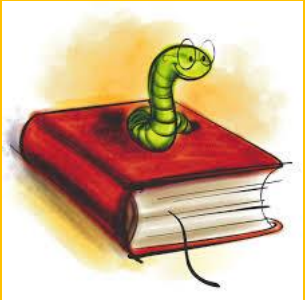
Recapping reading strategies that they can use to help them understand the text. These are the strategies that we encourage the children to use at home too!

KS1 strategies are weighted towards decoding and include:

- Using pictures as prompts
- Sounding out new words
- Splitting/chunking up longer words
- Missing out the word and reading to the end of the sentence and then returning to it.


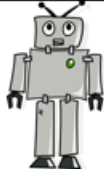




KS2 Strategies often lean towards comprehension and include:

- Skim reading for key information
- Cross checking by using a number of strategies
- Context (making a sensible guess)



If I am stuck, I can be like...



Use the pictures	
Sound talk and blend new words "c-a-t" "j-a-r" "d-r-e-ss"	
Go back and read a word or sentence again if I don't understand it	
Read on to try and work out a new word	
Listen to my reading to make sure it makes sense	
Made a mistake, go back and try to put it right!	

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

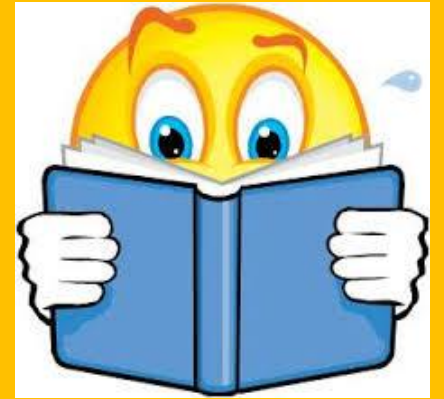
3. Independent reading with a focus

- The teacher will pose a question for the children to answer through their own independent reading of the text.
- The children will read a section of the text independently whilst the adult will circulate and listen & question individual children.


4. Return and respond to the text.

- Adult brings the group back together to discuss the text and responses to the key question(s) posed.
- Adult will encourage children to explain their answers using evidence from the text.
- Discuss any questions generated by the children that haven't already been discussed.
- Encourage children to answer and discuss each other's questions.

Reading assessment at Gayton.



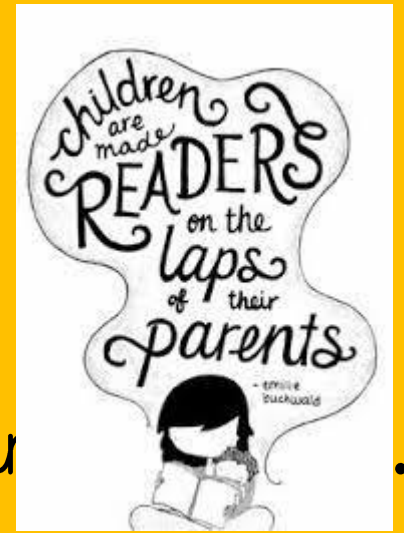
- Ongoing formative assessment through guided reading sessions.
- Ongoing phonic assessments.
- Introduction of PM benchmarking- allowing teachers/adults to assess pupils instructional and independent reading levels using unseen, meaningful texts.
- Introduction of NFER reading assessments- will provide concrete evidence to support teacher assessment of a child's attainment and enable them to identify areas of strength and areas of weakness. (Summer term for Year 1)



**So what can parents do
to support with reading
at home?**

Reading at home

- Expectation- ideally daily
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember both reading and hearing texts read aloud are important.

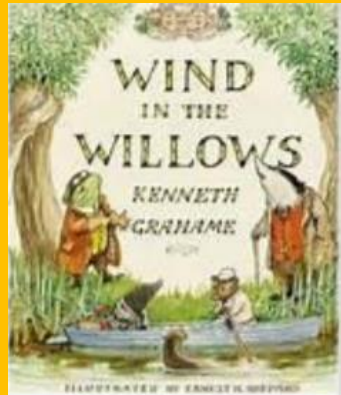


Top tips for reading at home:

- *Remember, try to avoid a pressurised environment around reading
- *We can teach reading skills in school. We just want your support in encouraging independent reading and encouraging your child to develop a love of reading.

Share more advanced books with your child

It is also important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition.



Focus on Language

Table 1

*Selected Statistics for Major Sources
of Spoken and Written Language
(Sample Means)*

	Rank of Median Word	Rare Words per 1000
I. Printed texts		
Abstracts of scientific articles	4389	128.0
Newspapers	1690	68.3
Popular magazines	1399	65.7
Adult books	1058	52.7
Comic books	867	53.5
Children's books	627	30.9
Preschool books	578	16.3
II. Television texts		
Popular prime-time adult shows	490	22.7
Popular prime-time children's shows	543	20.2
Cartoon shows	598	30.8
<i>Mr. Rogers</i> and <i>Sesame Street</i>	413	2.0
III. Adult speech		
Expert witness testimony	1008	28.4
College graduates to friends, spouses	496	17.3

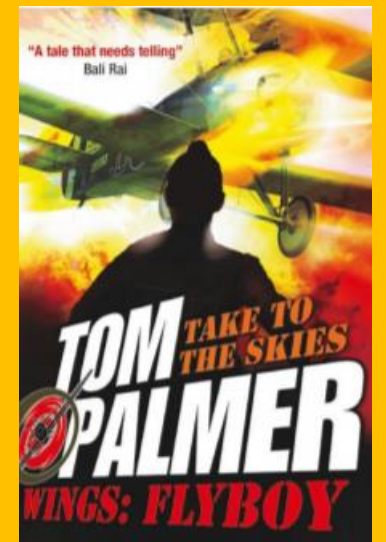
Adapted from Hayes and Ahrens (1988).

Due to the lexical poverty of spoken language, most new vocabulary is acquired through reading.

Adult spoken language ranks lower in word complexity than that found in children's books.

Before Reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book, look at the pictures and read the blurb.





During Reading

Encourage children to track the words with their finger or use a reading ruler if needed.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Ask children about the content of what they have read- who, what, where, when, why, how?

“Parents must remember its not their job to teach kids to read, it is to encourage them to love books.”



j.t. lowery

Michael Rosen 2012



**We need time for
reading...**



**“You’re never
too old, too wacky, too wild,
to pick up a book and
read to a child.”**

-Dr. Seuss

Our Reading Journey

Fifteen minutes a day is all that I ask,
To spend with you on my special task.
I'm excited but nervous as it's strange to me,
To make sense of the pictures and marks that we'll see.
I ask for your patience on my reading quest,
And in return I will try my best.
Tell me you're proud of how hard I have tried,
And I'll glow with pride as I sit by your side.
As time passes by I'll be reading alone,
And you'll look at me thinking how much I have grown.
And when I'm an adult I'll look back and treasure,
The happy memories I have of us reading together.

