



Welcome to our Reading Workshop for Y1 Parents 6th November 2024





What we will cover today

- Why reading is important
- How we teach reading in Year 1
- The Phonics Screening Check in June
- How you can support reading at home



The importance of reading

- Reading is our second priority as a school, after keeping our children safe, secure and happy.
- Reading contributes also to meeting that first priority, supporting children's personal development.
- Reading is a gateway to wider learning opportunities and enjoyment across the curriculum.
- We are about "creating readers, not just pupils who read".

(Reading Framework 2023).



What do we teach?

- Decoding (word reading - phonics)
- Comprehension (understanding the words)
- Fluency (reading accurately, quickly, with expression)
- Reading for Pleasure

*These run **alongside** each other from the beginning.
They are underpinned by **talk**.*



Reading at school



In Year 1, children's reading is taught during:

- **Daily Read Write Inc Phonics** (in progress groups, mixed across Years 1 and 2)
- **Daily English lesson** (whole class)
- **Daily Storytime** (teacher reading aloud to the whole class)

We also **encourage reading** through:

- Selecting library books to take home
- Home Reading Rewards Scheme
- Special events to promote reading and books





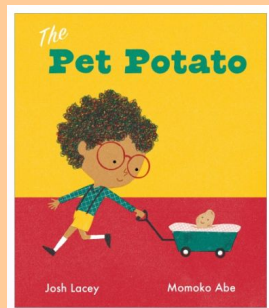
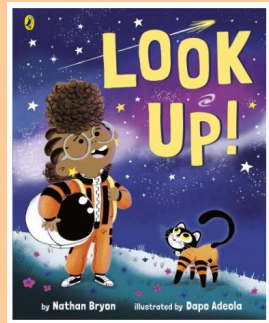
English Lessons



Children develop their language, vocabulary, reading and writing, all alongside each other.

We have just begun using the **'Power of Reading'** Scheme (from CLPE: Centre for Literacy in Primary Education).

- Teachers model what a skilled reader does.
- Children practise their comprehension skills. This includes making predictions and finding clues in the text that tell us more about the story.
- It involves lots of talking to share and develop ideas about the text.



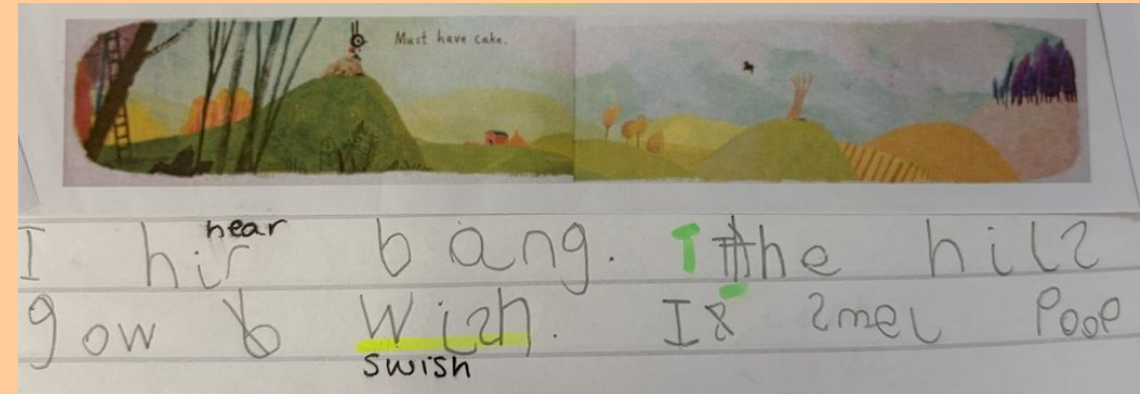
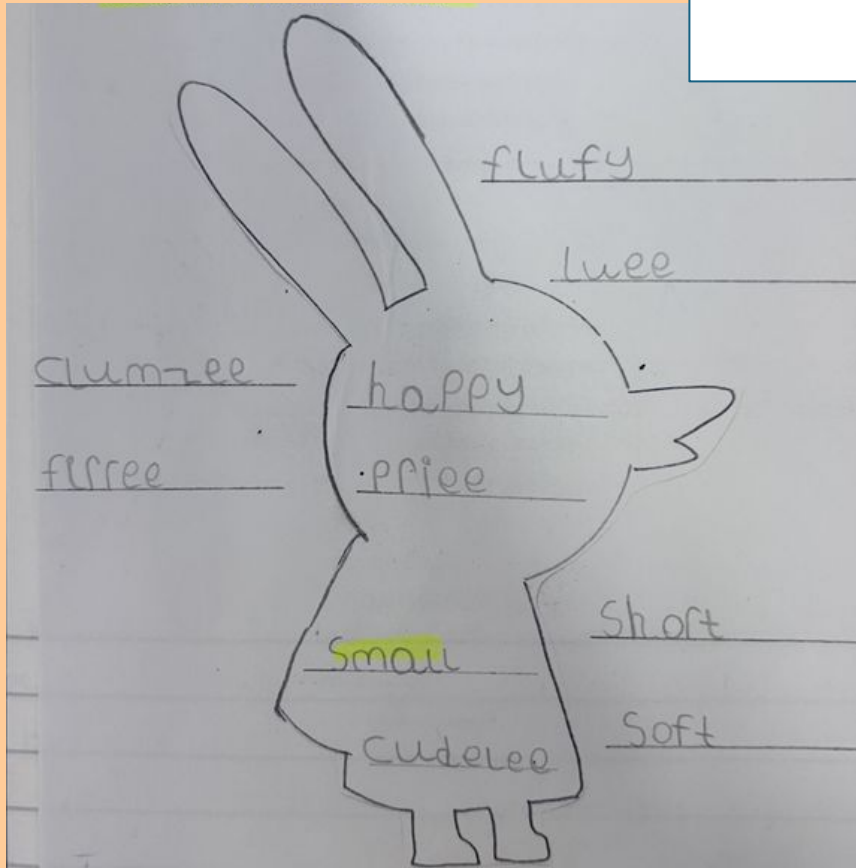
*** If you want to buy a copy of the book we're reading in our English lessons, please WAIT until the end of that half-term. We slowly read the book a page at a time, making predictions - don't reveal the ending too soon! ***



Examples from English lessons - Mini Rabbit Not Lost (A Power of Reading text)



Making inferences about a character after looking at illustration of the character



Writing sentences using
adjectives and
onomatopoeias



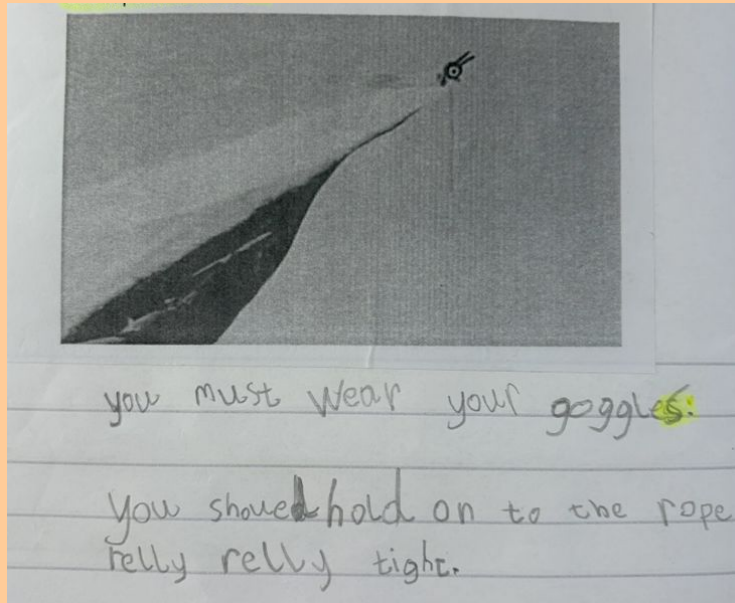
Examples from English lessons - Mini Rabbit Not Lost (A Power of Reading text)



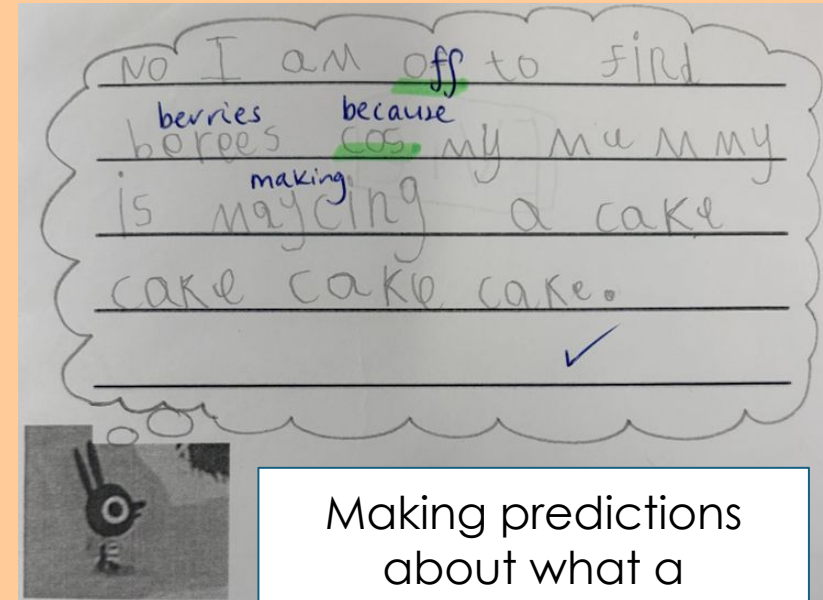
Using adjectives and conjunctions to extend sentences



The fields are sublime but...the coast is wild.



Writing command sentences using imperative verbs



Making predictions about what a character might say or feel



Reading TO your child at home



“The biggest difference to comprehension is reading aloud to young children over and over again.”

Ruth Miskin Training - Read Write Inc

- Keep reading TO your child throughout their school life
- Use real books (and don't underestimate the power of picture books)
- Mix it up - re-read old favourites and allow 'easy' reads
- Be 'in the moment' with your child as a reader





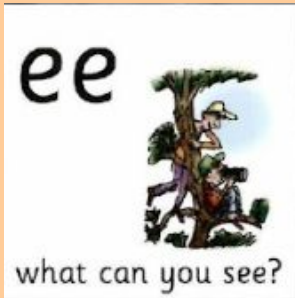
Reading at Home

A yellow graphic with a blue patterned border on the right side. In the top left corner, there is a blue box with "Read Write Inc." in yellow and "Phonics" in white below it. The main text in the center reads "10 things to think about when you read to your child" in a bold, dark blue font. To the right of the text is an illustration of a man in a yellow shirt and blue pants sitting on a red sofa, reading a book to a young boy in a blue shirt and green pants who is also sitting on the sofa. The background of the graphic has a pattern of small white stars and wavy lines.

<https://schools.ruthmiskin.com/training/view/YTYq7W3T/hAEcGpsE>



What is Phonics?



Learning the relationship between **letters and the spoken sounds they represent.**

e.g. mat has 3 sounds: m-a-t, sheep also has 3 sounds: sh-ee-p

Learning the skills of **segmenting** and **blending**.

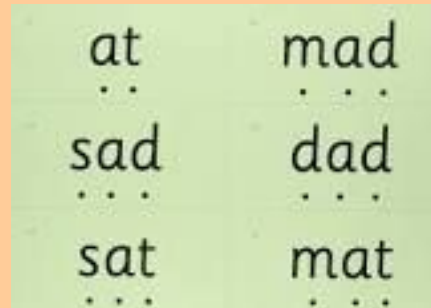
- **Segmenting:** breaking a word down into individual sounds. In Read Write Inc Phonics, this is called '**Fred Talk**'.
- **Blending:** merging sounds together to read the whole word.



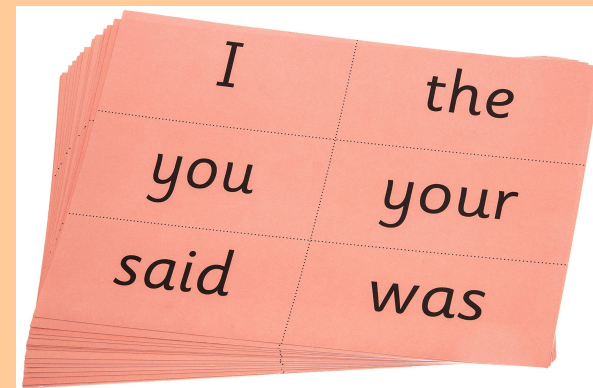
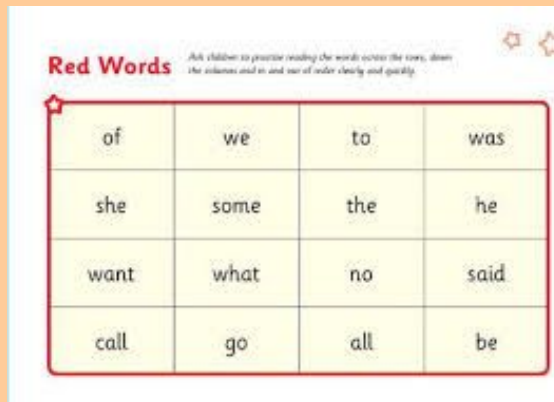


What do children learn in Phonics?

Phonetically **regular** words are known in Read Write Inc as '**green words**'.



Phonetically **irregular** words are known in Read Write Inc as '**red words**'





What do children learn in Phonics?

In Year 1, children learn all Set 2 sounds and begin to learn Set 3 sounds (starting with ea, oi, a_e, i_e, o_e and u_e).

Speed Sounds Set 2

ay may I play? 	ee what can you see? 	igh fly high 	ow blow the snow 	oo poo at the zoo
oo look at a book 	ar start the car 	or shut the door 	air that's not fair 	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea 	oi spoil the boy 	ou shout it out 	oy toy for a boy 	
a_e make a cake 	i_e nice smile 	o_e phone home 	u_e huge brute 	aw yawn at dawn
are care and share 	ur nurse with a purse 	er a better letter 	ow brown cow 	ai snail in the rain
oa goat in a boat 	ew chew the stew 	ire fire, fire! 	ear hear with your ear 	ure sure it's pure

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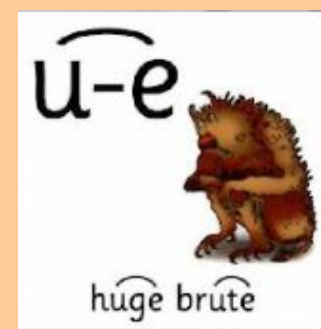
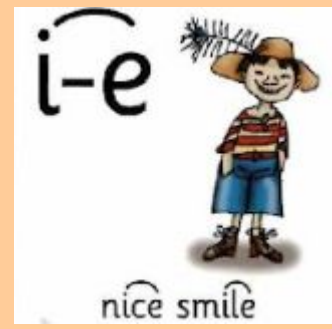
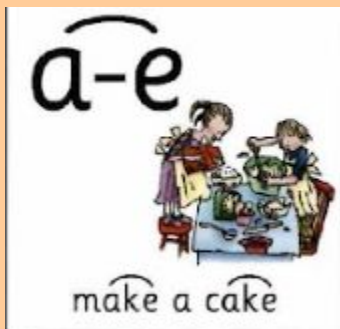


Special Friends



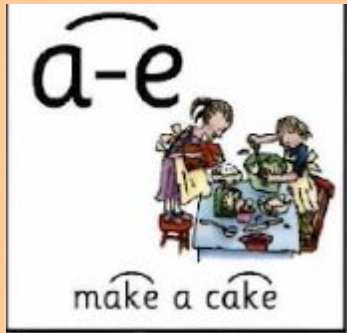
In Read Write Inc, sounds that are made up of 2 letters (digraphs) or 3 letters (trigraphs) are known as **'special friends'**.

Some Set 3 sounds are **'chatty' special friends** (split digraphs) that have to be split up by a letter in between them.



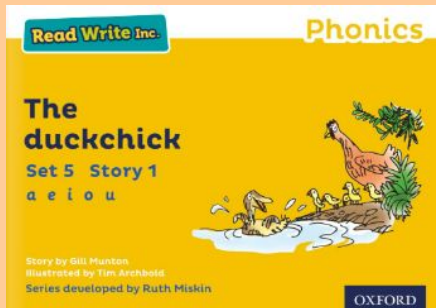


Read Write Inc Phonics session



Part 1 - Speed Sounds session:

- Learning new phonics knowledge.
- The new sounds/words are a step ahead of what they are reading in their book.
- Practise reading familiar words more quickly to build fluency.
- Spelling.



Part 2 - Storybook session:

- Applying their secure phonics knowledge to read a decodable book.
- Developing comprehension, fluency and expression (a 'storyteller voice').

Your child should find it easy to decode (accurately read) the Read Write Inc books they bring home. It features sounds and words they can read securely. They should be showing you how well they can read it!



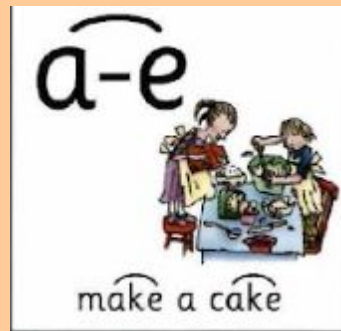
Demonstration: Speed Sounds session

introducing a_e



Introduce the new sound: a_e

- Say the new sound
- Read the new sound
- Review sounds



Word Time

- **New words** (containing the new sound: 'special friends, Fred talk, read the word')
- **Review words** (familiar words - get faster: try 'Fred in your head' then speedy reading ('at a glance'))
- **Nonsense/alien words**
- **Spell** using Fred Fingers





Storybook session



Applying their secure phonic knowledge.

Developing comprehension, fluency and expression.

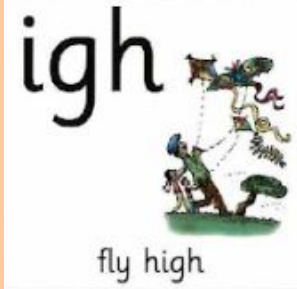


- Read some **green and red words from the book together** first - helping them to decode easily when they read the book.
- **Partner Practice** with green and red words (take turns to be the teacher')
- **First read, second read, third read in partners** (over several days)
- **Teacher reads the book aloud**, modelling using expression.
- **Answer questions** about the book (developing comprehension - understanding the text)
- Finding their '**storyteller voice**' (reading with expression)
- Practise **writing a short dictated sentence** linked to the story.





Typical learning journey for Year 1 children



Phonics Knowledge

- Read all Set 2 sounds and easily read them in words.
- Begin to read some Set 3 sounds and words.
- Read more words 'at a glance', including more red words.
- Read multi-syllabic words (e.g. sunlight, feeling, pocket)



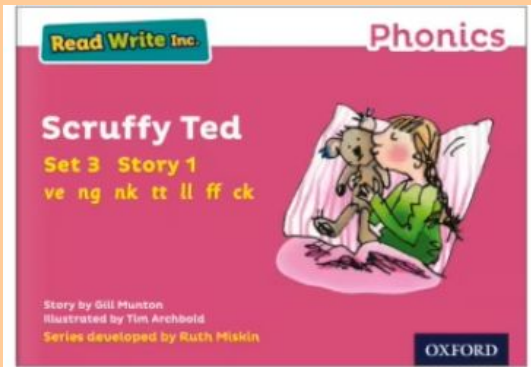
Read Write Inc Decodable Books

- Read purple, pink, orange, yellow books.
- Become ready to read blue books (start in Y2).
- Children are *typically* expected to spend a half-term on each colour up to orange. For **yellow, blue and grey, children need longer**: a term on each.

***Year 1 Children are assessed every half-term
by the Headteacher (Mr Sharp) or the Reading Lead (Mrs Birrell)***



Three reads of every Read Write Inc book



1st read - children focus on reading each word accurately

2nd read - children begin to read each word 'at a glance' and can focus on comprehension.

3rd read - children can read accurately, fluently and using a 'storyteller voice'.





Reading at home



The children who make the best progress in reading are those who read regularly to an adult at home as well as in school. It is especially important for building fluency.

**Listening to your child
read**



<https://schools.ruthmiskin.com/training/view/hBk8kOkO/e7tisQFO>



Phonics Screening Check

- A **word reading test of 40 words** (half are real words and half are nonsense words).
- Held in June each year. In 2025, it is during the **week beginning Monday 9th June**.
- For **all Y1 pupils** (and any Y2 pupils who did not meet the expected standard in Y1).
- Designed to check whether pupils have appropriate phonic knowledge and skills. It then helps to identify pupils who will continue to need extra help in Year 2.
- The child looks at a page of 4 words at a time.

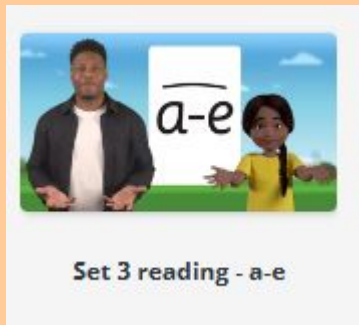




Phonics Screening Check - How you can help at home



Together, we can help your child to achieve their best in the Phonics Screening Check. This sets them up for **success in their early reading journey**.



- **Frequently practise** reading sounds and words.

We'll provide a variety of Virtual Classroom films and homework sheets.



- **Daily reading** of their Read Write Inc books.



And finally.....

Each child is on their own reading journey!

Try not to compare with friends or siblings.

We will give additional, targeted support in school if their progress is not at the level typical for their age or if their progress has stalled.

Over to you - do you have any questions?