

Helping your child with their reading

Year 1: Phonics Check
information session for
parents



V Johnson

Phonics

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

In Early Reading we focus on the ability to recognise words presented in and out of context – building children's sight vocabulary.

Phonics

- How many letters? 26
- How many sounds (phonemes)? 44
- How many spellings of the sounds? 144
(graphemes)

Phonics in Year 1

- Children in Year 1 work at Phase 5 Phonics.
- Here we look at alternative spellings for different **phonemes** (sounds)
- Children will master these in reading first, building up their fluency, and then the children use them in their spelling.
- They will learn new **graphemes** (spelling choice) and alternative pronunciations for these.

Ow – cow / snow

- Children learn about **split digraphs**

Terminology

- **Phoneme** – sounds that letters make
- **Grapheme** – different ways of spelling each sound.
- **Digraph** – 2 letters which make one sound.
- **Trigraph** – 3 letters which make one sound.
- **Split digraph** – when a digraph is split by a consonant - e.g. stone /s/ /t/ /o_e/ /n/

What does a Phonics lesson look like?

- Recap of sounds covered in Phase 5
- Quick Write activity – Children write down tricky words already covered.
- Practise writing new phoneme or grapheme introduced.
- Buried Treasure
- Writing / Reading a sentence

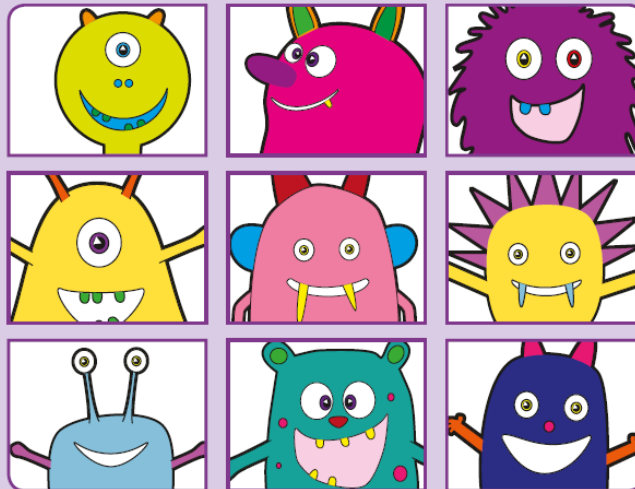
The Phonics Check

2016 national curriculum assessments

Key stage 1

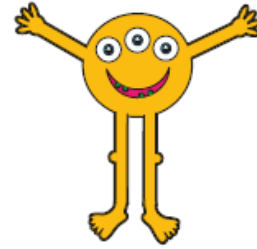
Phonics screening check

Pupils' materials

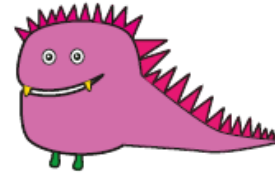


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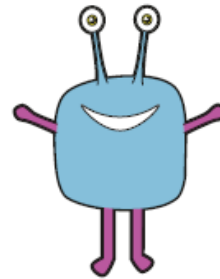
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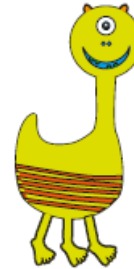


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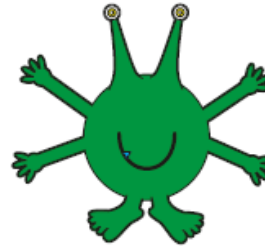
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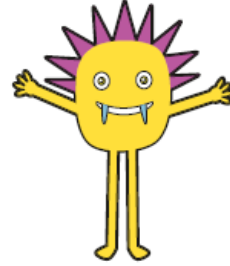
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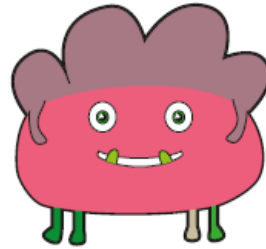


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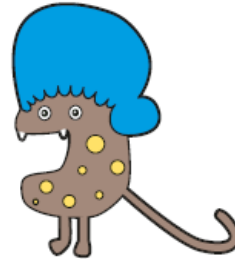


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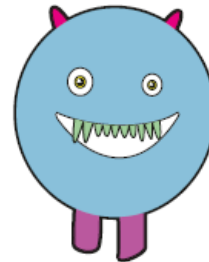
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Section 2

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haunt

lied

wove

Section 2

drank

treats

scram

stroke

Section 2

arrow

forest

wishing

brighter

How to support your child at home

- Ensure your child reads regularly at home. This is vital to build up the sight vocabulary of real words.
- Encourage children to break words down into sounds using their robot arms.
- Let your child see you reading – role model good reading habits.
- Remind children to look for digraphs / split digraphs to help them sound out their words.
- Use your child's reading diary to communicate with school.
 - **MAKE READING A POSITIVE EXPERIENCE**



Useful Websites

- Oxford Owl: <https://www.oxfordowl.co.uk/>



- Mr Thorne does Phonics:
<https://www.youtube.com/watch?v=H6fxDt4nV64>



Helping your child with their reading

Year 1 and 2: Teaching reading for meaning



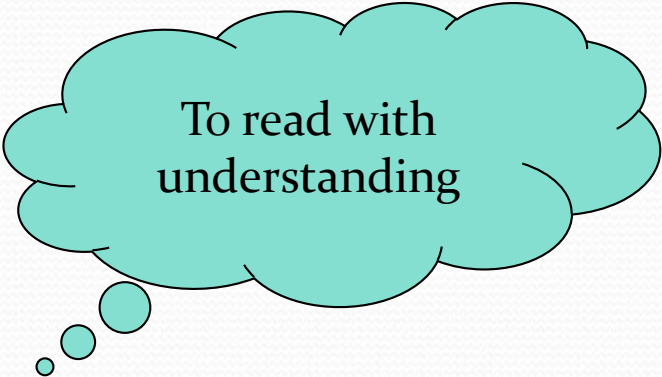
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Our children as readers:

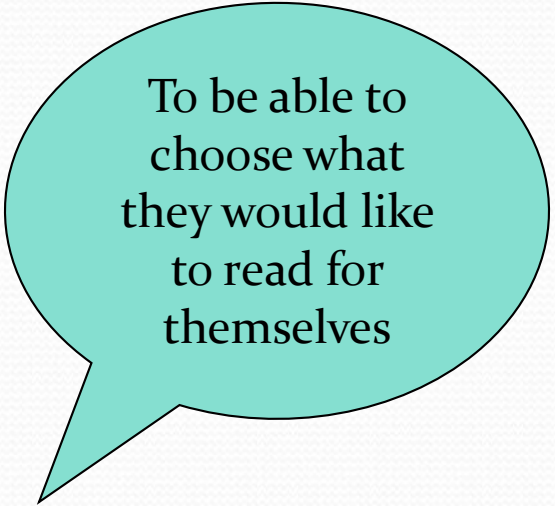
- What Do We Want for Our Children?




To read for pleasure



To read with understanding



To be able to choose what they would like to read for themselves



To read with expression

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.

Reading in Year 1 and 2

- Children are heard read regularly in Guided Reading and individual reading.
- A variety of texts are shared with the children throughout the curriculum.
- Reading scheme – staged: widened. Matched to their current reading level – Phonics books to build their phonic knowledge and story/non fiction to develop comprehension.
- Books are changed regularly.
- Children will be moved up when they are ready

Key Stage 1 Reading SATS



2017 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt
and answer booklet

First name	
Middle name	
Last name	

Total marks	
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Vocabulary



A lady had put her handbag with her shopping. She was looking at the baby in the runaway pram. Suddenly, a thief grabbed the handbag and ran away with it.

"Help!" shouted the lady. "My handbag has gone."

"Another job for Superdog," thought Floppy.

- Can you find an adjective to describe the pram?
- What does the word 'grabbed' mean?

Retrieval



Who is the main character?

Where is the story set?
How do you know?

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"Help!" shouted the lady. "My handbag has gone."

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Inference



Floppy ran after the thief. The thief tried to get over a wall, but Floppy was too quick for him. He grabbed the man by his trousers and the man dropped the handbag.

"Got you!" growled Floppy.

"All right! All right!" said the thief. "I didn't mean to keep it anyway."

- What do you think 'Got you!' means?
- How has the author made us think that the thief is sorry?

Sequencing



What happens in the story's opening?

Where does the story start?

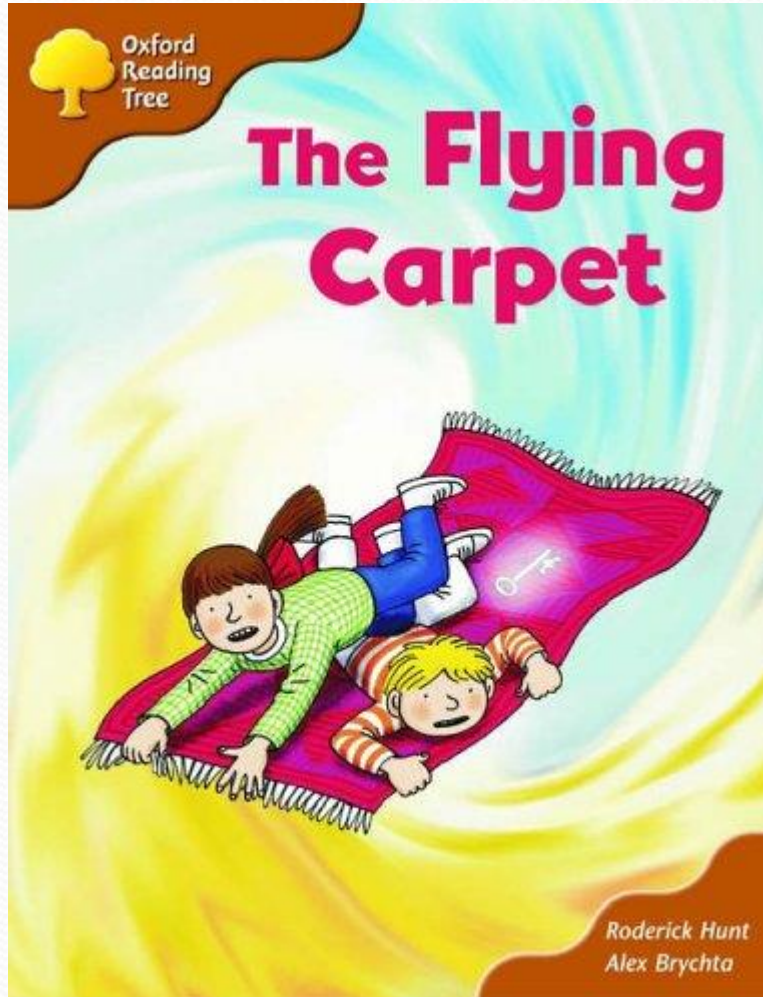


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Prediction



- What do you think this book will be about? Why?
- Where do you think the children will go next?

How to support your child at home

- 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?

How to support your child at home

John let his pet frog go.

It *****across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.

How to support your child at home

- Set aside time for reading
- Half time reading; half time discussing
- Positive – encourage your child and give them chance to correct themselves
- Make use of the library
- Read to your child, so that they can hear how to read fluently and with expression
- Use the reading diaries to communicate with us
- MAKE IT ENJOYABLE





Thank
you!!