



# Reading Meeting Year 1



Aim:

To share with you how we teach phonics  
and reading

To provide ideas of how you can help  
your child with reading at home.



# Reading consists of...

Enjoyment

Word reading -  
Phonics

Comprehension



# Phonics

Phonics is the method which we use to teach children to read and spell.

A phoneme is the smallest sound that you hear in a word.

A grapheme is the written representation of the sound.



# Phonics in Year One Consists of:

- Recognising which letters represent each sound;
- Blending sounds into words for reading;
- Segmenting words into sounds for spelling;
- Handwriting - using the correct formation and pencil grip.



# Phonics lessons – Year 1

- We build on the phonics that the children have learnt in their Reception Year.
- In the first few weeks of Year One we revise all of these sounds to ensure that they have a secure grounding for making progress with more complex phonics.



# Phonics lessons – Year 1

- In Year 1 children have a half hour phonics lesson each day
- Each lesson introduces a new sound and children complete activities to consolidate the new sound for both reading and spelling.
- As well as the timetabled phonics lessons, children have several opportunities throughout the day to practice their phonics in order to consolidate their learning.
- Children revisit all previously taught phonemes every day.



# Phonics lessons – Year 1

- Children who take longer to grasp their phonic knowledge, have **daily one-to-one** intervention in order to help them master the sounds.






# How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- We say the shortest form of the sounds.

s ss	a	t	p	i	n
m	d	g	o	c ck	e
u	r	h	b	f ff	l ll
j	v	w	x	y	z zz
qu	ng	ch	sh	th	th
ai	oa	igh	ee	or	ar
oo	oo	oi	ur	ow	air
ear		ure		er	

©soundstartphonics2019  NOT PHOTOCOPIABLE



Here are pronunciations for all graphemes

<https://www.youtube.com/watch?v=UCI2mu7URBc>



# What next...

We continue to learn the **digraphs** – two letters that make one sound:

**ea**

**ou**

**ie**

Children are introduced to split digraphs –

a-e (wake)

e-e (eve)

i-e (like)

o-e (note)

u-e (flute)



# What next...

Children will learn to read alternative spellings –

eg **oi** (boil) and **oy** (boy)  
**ee** (feet) and **ea** (neat)

Children will also learn to read alternative pronunciations -

eg **ea** – head/neat  
**ie** – field/tie



# What next...

Children will begin to read longer, more complex words ...

# salamander

Use a finger to point to each letter as you read the word.



# Tricky Words

Some words cannot be read using phonics – we call these ‘tricky words’  
Children have one lesson a week to teach them to read and spell the tricky words.

- Words that are not phonically decodable

e.g. was, the, I

- Some are ‘tricky’ to start with but will become decodable once we have learned the harder phonemes



e.g. out, like



# Phonics Screening Check

In June all Year One children undertake a National phonics screening check.

More information regarding this will be available nearer the time.



# Reading

- Children have daily reading lessons – 5 over the whole week.
  - Reading focus with a teacher
  - Reading focus with a TA
  - Re-reading previous books to build fluency
  - Phonics games
  - Reading for enjoyment



# Reading

- Children will have one reading book a week which they will read twice in school.





# Reading

**First read** – focus on word reading – using phonics and blending the words in the text.

Understanding vocabulary may also form a part of this lesson.

After the reading lesson, the teacher or TA will write in your child's reading record. They will inform you of the reading focus in the lesson.



# Reading

- After this lesson your child will take the reading book home to practice.
- They should be able to read the book that they take home, but will need to develop fluency, comprehension and understand any new vocabulary.



# Fluency

- Reading fluently is important so that children can gain understanding of the text.
- If a child is reading fluently, they are not stopping at words to 'sound them out' or blend them.
- By the end of Year One, children should be able to read a text of between 60-70 words in a minute if they are reading fluently.



# Reading

At home ...

- Read the book again together.
- Encourage your child to read with fluency – re-read sentences if needed
- Encourage your child to read with expression – model to your child
- Discuss any new vocabulary that is in the book



# Reading

At home ...

- After you have read, please write in your child's blue reading record.
- Eg ...
  - We practised reading with fluency;
  - We practised reading with expression
  - We talked about some of the new words ...
  - ...(Name)... *did really well at reading* ...



# Reading

**Second read** – focus on fluency, expression and comprehension.

In this second reading lesson, we expect children to have increased in fluency since the first lesson. **This is why the practice at home is so important!**

During the lesson, we practice reading with fluency and expression so that children have a greater understanding of the text.

Once children have gained fluency and expression, we can focus on comprehension skills.



# Comprehension in Reading lessons.

- At a basic level we encourage children to retell the story and sequence the key events. However, comprehension is much more than this.
- We encourage children to make predictions about the story, think about how characters are feeling and make connections between events.



# Re-reading

- Re-reading texts is important for building children's confidence, fluency, vocabulary and understanding.
- Children re-read previous reading books in one reading lesson each week.
- Re-reading books at home supports this.
- Please send your child's reading book and record into school EVERY day!





# Reading for enjoyment

We aim for our children to enjoy reading and we build this culture in school with lots of opportunities for reading.

- Weekly visits to the school library
- Daily story time with class teacher or Teaching Assistant.
- Book corners in every classroom
- School reading challenge
- Books which are carefully matched so that children achieve success quickly.
- Opportunities for reading in all areas of the curriculum



# Reading for enjoyment at home

- Aim to complete the school reading challenge by the end of the year.
- Make the most of other books from the library or home.
- Bedtime reading with your child.
- Text around us e.g. signs, iPads, food labels...
- School library. - Please keep book in book bag and then children are able to swap every week.
- Birmingham libraries
- Reading doesn't just involve books!



# Reading diaries

- Although your child will take home a reading book, you can record **ANY READING** in the reading diary – it does not need to be a reading book.
- Comments do not always need to be focused on a skill in reading. Enjoyment and opinions are as important.
- Please send these into school with your child's reading book **EVERY DAY!**



# HINTS AND TIPS

In an ideal world ...

- Find a comfortable place.
- Reduce distractions (eg turn off the TV/tablets and try to find a quiet place in the house!)
- Try to read at a time when neither of you are too tired!
- Little and often works best.
- Most importantly ... enjoy!

