

TELFORD INFANT SCHOOL LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

Reading and Writing in Year One





Aims of our presentation

- To share end of year expectations in reading.
- To offer guidance on how to support your child with reading.
- To share some helpful ideas to support your children at home.



Why read?

- Reading is essential, it underpins all learning and understanding!
- Spending 5 minutes reading with your child every day can make a difference.
- Early reading is taught through phonics.

Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

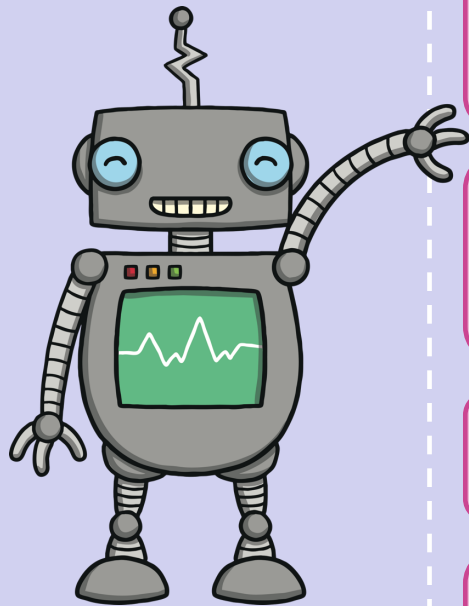
Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee y ie e_e ey e	igh igh i ie y i_e	oa oa ow o_e oe o	oo oo ue u_e ew
ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l el ll al le il	m m mb	n n gn kn
ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
w w wh	x x	y y	z z zz s	zh s	tion tion	ture ture			

twinkl phonics



What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

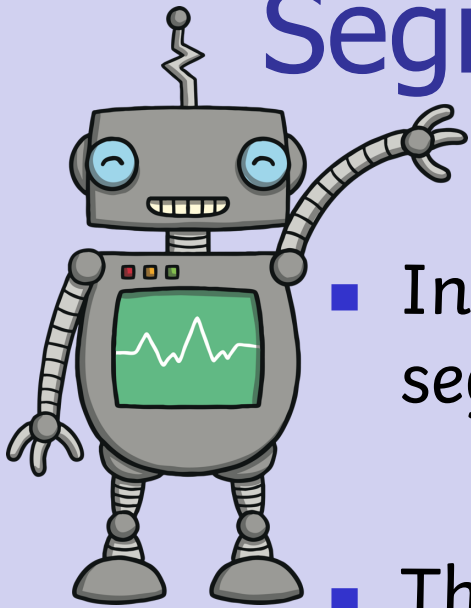
Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound



Segmenting and Blending



- In order to decode words, children learn to segment and blend.
- They learn to do this using their 'robot arms'. They segment the sounds and then blend them together.
- Cat → c.a.t → cat

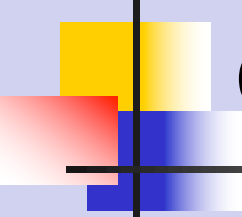


Common Exception Words

- By the end of Year 1 it is expected that children will be able to **read** and **spell** these common exception words (tricky words).
- A list of these words can be found on Tapestry.

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	



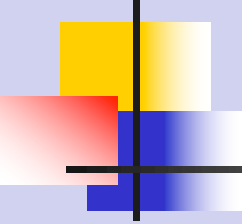
Reading; Expectations by end of Year 1

The pupil can;

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read Year 1 common exception words.
- Read most words accurately without overt segmenting and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation.

In a book they can read fluently, the pupil can;

- Check it makes sense to them, correcting inaccurate reading.
- Answer questions and make some inferences.
- Explain what has happened so far in what they have read.



Reading in Year 1

- Weekly guided reading in a group or 1:1 read.
- 1:1 reading at least once each term.
- SPaG lessons (Spelling, Punctuation and Grammar)
- Daily phonics lessons
- Shared reading
- Story time



Guided Reading

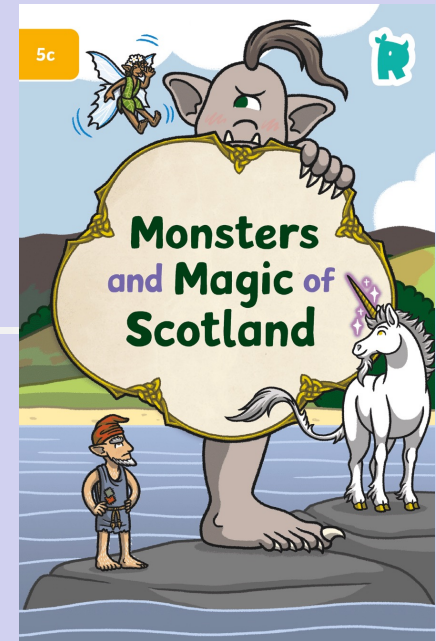
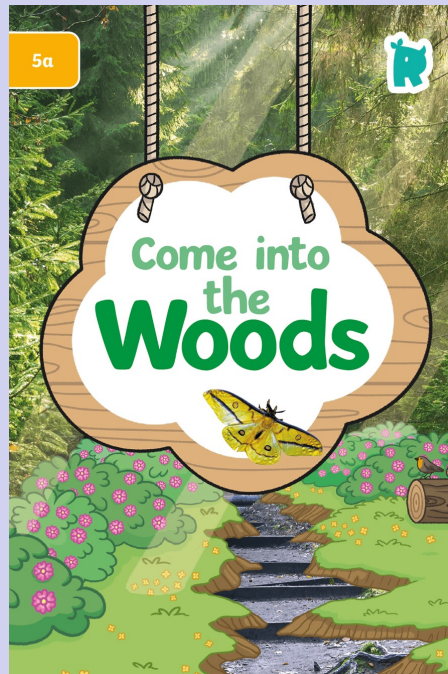
- Children have a text each in a group.
- Focus on key phonemes
- Common exception words
- Focus on reading, fluency and comprehension skills depending on the individual child's ability.

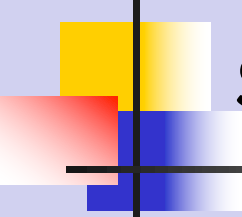


Phonic Books

- The reading books that your children bring home are closely matched to their phonic knowledge.
- These books will be changed once a week and will include a mixture of fiction and non-fiction texts.
- 'Reading for Pleasure' book can be changed independently.
- 'Mini-book' available on Tapestry.

Reading Books





Strategies to use at home when sharing a book.

- Talk about the front cover.
- Look at blurb on back of book, talk through with child.
- Identify tricky words at the start.
- Look at picture clues.
- Re – read sentences (either you or the child)
- Build confidence with silly voices.
- Use phonics to segment and blend.
- Model reading.
- Read daily of anything, little and often.
- Don't forget to read to your child for enjoyment.

Comprehension Questions to use at home...

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Comprehension Questions

Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Writing; Expectations by the end of Year 1



Spelling

Pupils should:

- spell
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing; Expectations by the end of Year 1



Handwriting

Pupils should:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - Composition

Pupils should:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils and read aloud their writing clearly enough to be heard by their peers and the teacher.



Writing; Expectations by the end of Year 1

Writing – Vocabulary, grammar and punctuation

Pupils should:

- leave spaces between words
- join words and joining clauses using and
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.



Writing at TIS

- Discrete SPaG lesson
- Taught skills are pulled through into writing tasks
- Purposeful and meaningful tasks used
- Writing opportunities across the curriculum
- Support and scaffolding at different levels as children need it



Handwriting

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Handwriting



Around the apple, up the stalk and down the leaf.



Down the bat, up and around the ball.



Curl around the caterpillar.



Around the drum, up and down the stick.



Around the egg and under the cup.



Over the fairy's head, down her dress and give her a wand.



Around Gabi's head and wrap her scarf.



Down the chimney to the floor, up and over the new front door.



Down the insect's body and tail, dot the head.



Down the jet, around its trail and dot the sun.



Down Kit, up and around the kite and down its tail.



Down the lolly and lick!



Down the fork, over and over the meatballs.



Down the leaf, up and over the nut.



Around the orange.



Down the puppy's neck and leg, up and around his head.



Around the queen's head, down and up her arm.



Down the robot's body, up and over its arm.



Curl around and around the snake's body.



Down the teaspoon and under the teacup, then across the top.



Down one umbrella handle, up and down the other.



Down the neck, up the neck.



Down the wave, up the wave, down the wave, up the wave.



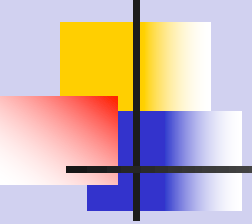
Criss, cross.



Swing the yo-yo up, drop it all the way down and underneath.



Zig, zag, path.



Strategies to use at home to support writing

- Create meaningful and purposeful reasons to write at home.
- Value all writing.
- Talk with your child about improving **one thing**.
- Fine motor activities to support handwriting.



Thank you!
