



October  
2020



# Reading in Year 1

How to support your child  
at home.



# This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Year 1.
- Explain how we at Marsh Hill teach reading in Year 1.
- Provide you with ideas and strategies to encourage and support your child's reading.



**"Today a reader, tomorrow a leader." – Margaret Fuller**



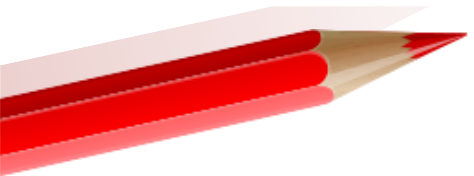
# The Importance of Reading



# The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



"Children are made readers on the laps of their parents." - Emilie Buchwald

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

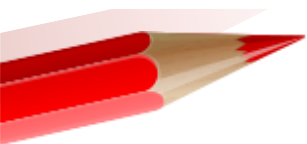
Reduces the levels of stress and anxiety and  
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



## The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

### Promotes happiness


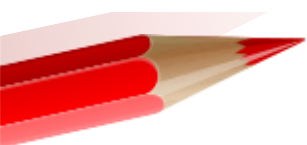
Better career: significantly more likely to be in a managerial or professional career.

Greater ability to cope with difficult situations. Reading provides a healthy escape.

Reading for pleasure was also associated with better sleeping patterns

Development of vocabulary and language.

The list of benefits is endless...



How do we as a school teach  
reading to meet the  
expectations and demonstrate  
the importance of Reading?



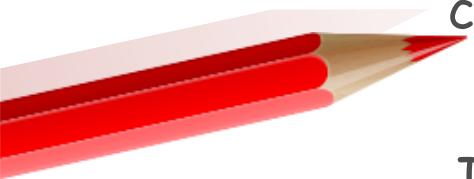
# How Reading is Taught



The teaching of reading is split into two parts: word reading and comprehension (understanding of what is read to them and by them).

In EYFS and Year 1, children focus on developing their word reading skills alongside comprehension skills.

In Year 2 there is a shift towards a greater focus on the development of comprehensions skills with regular practise in word reading as it is expected children should have the skills to read most words by the end of Year 1.



In EYFS, year 1 and year 2, we teach reading through daily **phonics** and **guided reading** lessons.

# Word reading is taught through: Phonics



"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." – Carl Sagan

Phonics teaches children to listen carefully and identify the phonemes (sounds) that make up each word. This helps children to learn to read words and to spell words.

This allows them to become confident and independent word readers and writers.

At the end of Year 1, your child will sit a statutory phonics screen check to assess if they have acquired the reading skills expected for their age. This will take place in June.



# Words and Terms used in Phonics



**Phoneme:** The sound the letter/s make.

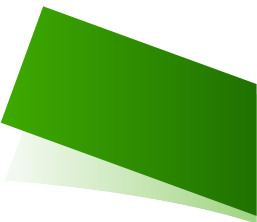
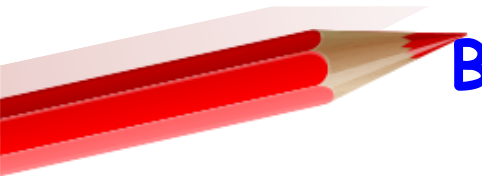
**Grapheme:** The letters written to make the sound.

**Digraph:** a phoneme with two letters ( **rain** )

**Trigraph:** a phoneme with three letters ( **night** )

**Blend:** To read the sounds in a word to identify what the word says.

**Segment:** The skill used to hear the sounds (phonemes) in a word to be able to spell it.



# What is taught in Phonics?



There are 44 different phonemes (individual sounds) to be taught which are split into 2 sets- Set 1

SET 1: m a s d t I n p o c k (ck) u b f e l h sh r j v y w th z ch qu x ng nk

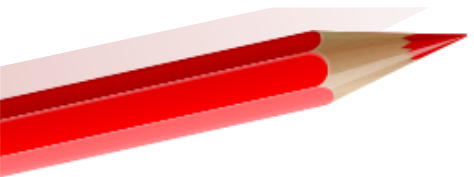
SET 2: ai ee igh oa (boat) oo oo ar or ur ow (cow) oi ear air ure er

Set 3 is taught when a child is secure in sets 1 and 2. Here they are taught alternative spelling patterns for the sounds they have learnt so:

ai can also be ay,

SET 3: a-e (cake) i-e (time) o-e (home) u-e (brute) ay

(play) ou (shout) ea (tea) oy (boy) ow(flow) ir (girl) aw (claw) ew (stew) ire (fire) are (care) wh (whizz) ph (phone) oe (toe) au (author) ie(tie) ue (blue) ey (key)



Common Exception Words (CEWs): Children are also taught to read and spell common exception words during phonics. These are words where phonics can not be used to read them as they are the exception- for example: Phonics can not be used to read: *the here was they* are CEWs .

Children must learn to read and spell these words by sight.

# A Phonics Lesson



Phonics is taught discreetly each day for 20 minutes in a fun systematic way with a good level of pace.

Each lesson is broken up into 4 parts:

- **Recap** - this is where they recap the phonemes (sounds) that they have previously learnt.
- **Teach** - the teacher will introduce a new sound to the children- practising recognising it and writing the letter or letters that make up the sound. Learn the rhyme to help them to remember it.
- **Practise-** Children have the chance to practise using the new sound by reading and spelling words that contain the new sound.
- **Apply** - this is where the children will be given the opportunity to link their new learning to their prior learning. They may have to read or write a short sentence containing words that they should be able to read/spell with the newly taught sound as well as a few other sounds previously taught.

## Example:

**Recap:** ai, ee, sounds

Read the sounds and words containing them: rain, drain, seen, sheep

**Teach:** introduce new sound **oa**.  
Show the sound, teach rhyme – A goat in a boat. Read the sound.  
Write the sound.

**Practise:** read and spell words containing oa: **boat, float, soap toad**

**Apply:** Read this sentence:

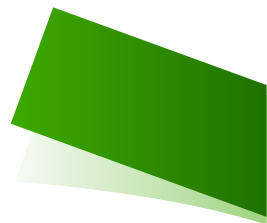
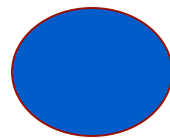
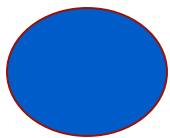
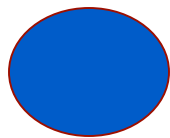
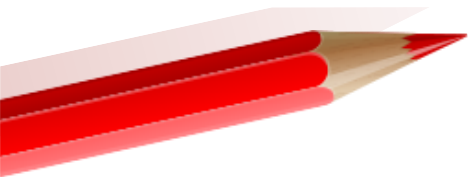
The **toad** was as**lee**p under the **oak tree** in the **rain**.

*Red* sounds are the sounds recapped while the *blue* is the new sound taught today.

Sounding Out  
words (blending)



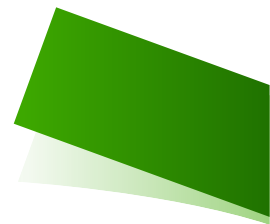
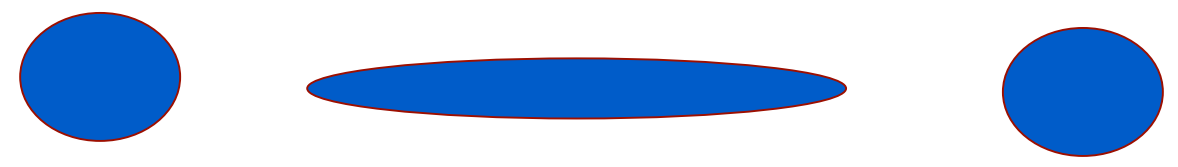
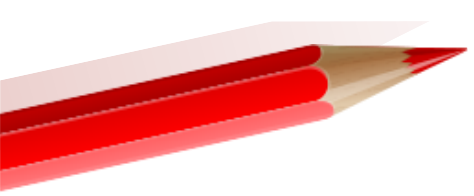
c a t



Using a phase 3  
digraph



rain




# Guided Reading



Guided Reading is taught for 30 minutes each day in addition to the daily 20 minute phonics lesson.

In guided reading, the children will work in 5 different groups. They will have the opportunity to read aloud an appropriate text, (selected by the teacher to suit the reading ability of the child), to an adult at least twice a week (teacher and teaching assistant).

Throughout the week they will complete tasks that develop their decoding and comprehension skills. Tasks may include:

- Answering comprehension questions about the text demonstrating their understanding.
  - Finding the meaning of new words.
  - Explore, describe, a character or setting in a story
  - Explain a characters actions, feelings or thoughts.
  - Retrieve information from non-fiction and fiction texts
  - Practise their phonics skills- work on using specific sounds in reading and spelling.
  - Practise reading and spelling of Common Exception words.
- 



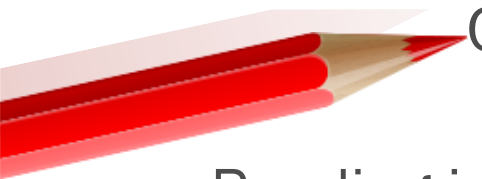
# Other Ways we teach Reading



Class Teachers read to the class at the end of each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through Writing lessons as well as other subjects (History, Geography, Science etc.) to gain knowledge and information about the subject.

Children have the opportunity to choose to read for pleasure throughout the day.



Children will have the opportunity to read aloud to an adult

Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

**"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo**



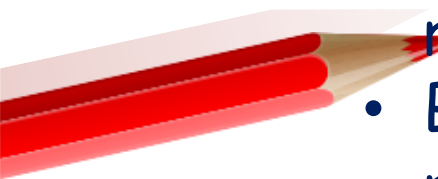
# The National Curriculum The Expectations for Reading in Year 1



## What the National Curriculum Says...



- In Year 1 children will continue to build on the phonics taught in EYFS to develop their word reading. They need to have regular practise in using and applying these skills.
- Children need to develop pleasure in reading, motivation to reading, an increased vocabulary and improved level of understanding of what they read and what is read to them.
- They will do this by listening to and discussing a wide range of stories, poetry and non-fiction texts at a level beyond their word reading ability.
- By frequently listening to such text, they will be exposed to a wide range of vocabulary and will develop a greater level of understanding.



# Year 2 Expectations in Reading.

## By the End of Year 1 children should:

- apply phonic knowledge and skills to decode words
- Speedily recognise all 40+ phonemes, including, where applicable, alternative sounds
- read accurately by blending sounds in unfamiliar words containing taught sounds
- read common exception words,
- Read words ending in : -s, -es, -ing, -ed, -er and -est and read contractions words [for example, I'm, I'll, we'll],
- read aloud books that are consistent with their developing phonic knowledge
- 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
- link what they read or hear read to their own experiences
- become familiar with key stories, fairy stories and traditional tales and retell them
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discuss the meaning of words
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- predict 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




How can you support your  
child's reading at home,  
both for pleasure and  
knowledge?

# What to read?



As you can see 'Reading Widely' is important. But what does it actually mean? Children need to be exposed to a wide range of literature read to them initially in order to gain and understand new vocabulary and gain understanding of experiences outside their own.

**Different texts include:** Fairy tales, traditional stories, fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.





# How can you support your child at home?



- Read to your child often and include texts on many different topics and by a wide range of authors who write in different styles.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Read your child's school home reading book and library book with them and encourage them to return and change these weekly.
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests and ignite them.

# When reading with your child try:



Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?



Pretend to be a robot. 'Can you bring me your s-o-ck-s?'



Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.



Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.



Show your child how to find information in a book rather than quickly finding it for them.



## Simple Tips for Whilst You Read



What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than **big**? Use a thesaurus together.'



Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Discuss the setting of the story. Have you read another book with the same setting?



Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.



Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.



# Supporting your Child in Reading:

Who are the main characters?  
Who's house are they at?  
Why can't they go too far?  
How are the characters feeling?  
What might happen next?

Common Exception Words:  
Remember we can't sound these words out using phonics. We have to learn to read these by sight.



Playing has the 'ay' sound in it. What other 'ay' sounds do you know?

Josh and Ella were playing in the garden.  
"Don't go far," said Josh's uncle. "It will be time for lunch soon."

# Question Prompts

There are different types of questions children will need to answer including in their Year 2 SATS.

Questions focus on: **Vocabulary**, **retrieval**, **sequencing**, **inference** and **prediction**

What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word... here?

How do you think the author feels about...? Find words to back this up.

What do you think will happen next?

Where do you think.... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

What does this word/sentence tell you about... (fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you... /shows you... /backs up what you have said about...?

Why did the author use the word.... to describe...?

How does this word/description make you feel?

Where/when is the story/poem set?

Is this character a good/bad character? How can you tell?

Is there a dilemma in the story? What is it? How is the dilemma resolved?

Find your favourite description of the..

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order that they happened in.

Practising answering 2 questions from these different styles each evening will build your child's confidence and experience in doing this.

If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

**Read to them**, read with them or let them read on their own.

**A LITTLE** reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

**Reading** widely is important, but reading anything counts.

**LET** your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

**TRY** to integrate reading into everyday life, on the bus or in the car for example.

Look out for Reading Homework:

Reading books will be set for your child via Fiction express:

[en.fictionexpress.com/login/](https://en.fictionexpress.com/login/)

or Active learn: <https://www.activelearnprimary.co.uk/login?c=0>

Ask your child or their teacher for their login details.



# Win! Win! Win!

## £50 GIFT VOUCHER

Enjoy a family day out to the cinema with this £50 gift voucher. Use it to buy tickets for films and other event screenings, VIP upgrades, snacks and drinks in any Vue in the United Kingdom.

To win, just answer the question below and send the answer to your child's class teacher at:

[1G@marshill.bham.sch.uk](mailto:1G@marshill.bham.sch.uk) or

[1C@marshill.bham.sch.uk](mailto:1C@marshill.bham.sch.uk)

ALL those who correctly answer the question will be entered into the prize draw next term!

Price Draw:  
Wednesday  
11<sup>th</sup>  
November



**Question:** Which famous children's character is this describing?  
His eyes are orange, his tongue is black. He has purple prickles all over his back... Is it: a) The Big Bad Wolf.  
b) Pinocchio  
c) The Gruffalo



# Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.  
Together we will work together to get the best  
outcomes for your child.

Please do not hesitate to ask us for any guidance or  
help you may need when supporting your child's  
reading.

