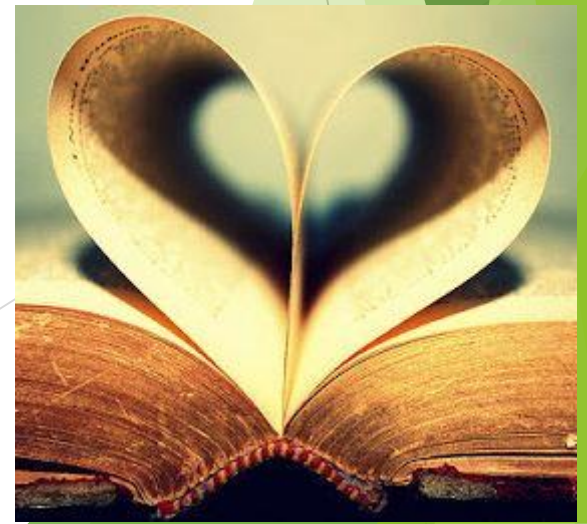




Welcome to the Year 1 Phonics and Reading Workshop

The Power of Reading!

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.



Reading requires two skills:

These are reflected in the National Curriculum

Word Reading

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Comprehension - 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.

Word Reading: Phonics

The slide features a white background with abstract, overlapping green geometric shapes on the right side. These shapes include triangles and polygons in various shades of green, creating a modern, layered effect. The text 'Word Reading: Phonics' is positioned on the left side of the slide.

Why do we teach Phonics?

Phonics teaches the word reading element of the National Curriculum in a discrete and progressive way.

The evidence is clear that the teaching of systematic synthetic phonics is the most effective way of teaching young children to read, particularly for those at risk of having problems with reading.

The Schools White Paper 2010

Phonics at a Glance

Phonics consists of:



- identifying sounds (phonemes) in spoken words



- recognising common spelling (graphemes) of each sound (phoneme) i.e. ai, ea, i



- blending separate sounds together for reading



- segmenting words into small units of sound for spelling

Learning in Year 1

- Re-visit earlier learning - especially digraphs
- Daily 30 minute sessions
- 4 sections to each lesson - revise, teach, practise and apply
- Learn new graphemes - there is more than one way to spell each phoneme
- Learn and practise reading more complex words (i.e. polysyllabic words)

Phonics Scheme at St James


Teach

Action


Point to your mouth.

Say 'ou, ou, ou'.

ou



mouth



ou


Teach

Let's read these words.

bird first stir

dirt shirt

Sound Buttons On/Off



Our turn

Teach



t p ou s

s p ou t

Check

Audio


Sentence Time

Sound Buttons On/Off

Where is the torch that
Dad found for you?
Is it on the ground out in
the garden?

Click me for Gran's grammar tips!

Show



Phonics Screening Check

- Statutory requirement for all children in Year 1 - in June
- 40 words
- 1:1 with a teacher they know
- Some real/English words and some 'alien' words (to ensure children know the sounds and can blend to read unfamiliar words)
- Different words every year



Section 1

meck



shig



joil



chort



Section 1

plug

sweep

soft

yards

What happens before the screening?

- Past papers every half term to practise and familiarise
- Focused groups in Phonics
- Interventions for those who need extra support

What can I do to help?

- ⑩ Daily reading
- ⑩ Look at the parent information sheets on the bottom of the webpage and have a go with your child.
- ⑩ Twinkl phonics app
- ⑩ Use some of activities from the end of the session today.
- ⑩ We will be sending home a pack of resources to help you practise phonics with your child at home next half term.

What happens if my child doesn't meet the expected level in June?

- We will inform you of their result.
- We have targeted groups in Phonics.
- Extra interventions if needed.
- Regular assessment to check progress in Year 2.

Reading at St James:



Whole Class Reading: Supporting comprehension and a love of reading

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



- ▶ Time to share a text as a class.
- ▶ VIPERS
- ▶ Draw upon knowledge of **vocabulary** in order to understand the text.
- ▶ Make **inferences** from the text.
- ▶ **Predict** what you think will happen based on the information that you have been given.
- ▶ **Explain** your preferences, thoughts and opinions about the text.
- ▶ **Retrieve**- Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.
- ▶ **Sequence** the key events in the story.

What to do if your child is stuck?

- Get them to sound the word again.
- Remind them of any phonemes they can't recall – re-visit the front page.
- Repeat the sounds in the word back to them.
- Help them break down longer words.
- Tricky words- remind them if they are stuck – but re-visit later.
- Encourage them to keep going! It's fine not to get it all right first time.



Stretchy Snake- Stretch it out!

- Stretch the word out slowly
- Put the sounds back together



Chunky Monkey- Chunk the word!

- Look for a chunk that you know (-at, -an, -in, -ot, etc.)
- Look for a word part (-ing, -er, etc.)

Understanding (Comprehension)

- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- Use the VIPERS we discussed earlier to help.



Year Group Book Lists

50 recommended reads for each year group



THERE IS NO SUCH THING AS A CHILD
WHO HATES TO READ,
THERE ARE ONLY CHILDREN WHO HAVE
NOT FOUND THE RIGHT BOOK.

— FRANK SERAFINI

www.booksfortopics.com

Have a go at some of the activities.

- ▶ We have tried to include a variety of activities which you might also be able to use at home
- ▶ some are active and others are more sedate.
- ▶ Some focus on learning the phonemes and graphemes and others on blending or segmenting.
- ▶ Have a go - see what your child enjoys.