

# **YEAR 1-READING**

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**HOW TO HELP AT HOME**

# Reading at Home

- To support your child's progress at school it is very important to listen to your child read, ideally we would recommend reading with your child for 10 minutes per day. Establishing a reading routine will be beneficial for your child in all areas of the curriculum, as reading helps support their written skills, which in turn impacts on how they access their learning.
- Each child has a colour coded book which is appropriate for their reading level. Each reading book usually has guidance or activities to help you support your child with reading inside the front cover.
- In addition to the reading books we send home you also have access to **Bug Club** which is a fantastic reading resource which **doubles** the reading resources we have in school. There are 'bugs' to click on whilst you read which give your child a range of activities to complete related to the book they are reading, designed to develop their **phonological skills, fluency and comprehension**.

# Books

Explore a range of different types of texts to give your child a varied, exciting and broad experience of reading.

- Fiction books
- Non-fiction books
- Poetry
- Magazines
- Lists, labels and signs in the world around you
- Books by a variety of different authors
- Traditional tales
- Stories from other cultures

# Fluency

- To support fluency in reading, encourage your child to read words without sounding them out if they already know what the word says. It is common for children to want to sound out every word using their phonological knowledge, but this is not always necessary.
- Re-reading books is also important when developing fluency, if your child is familiar with a story then they will be more confident in reading the story and this gives them the opportunity to talk about the story in more detail with you.
- Practicing reading tricky words/common exception words and high frequency words also supports fluency (see later slide).

# Phonics

Phonological knowledge is a key part in supporting your child in learning how to read. In Year 1 your child will need to be confident the phonics sounds from Phase 2 to Phase 5.

Please see the following slides for an overview of key phonics terminology and all the sounds your child needs to know to support their reading.

## Key Words

**Phoneme:** a single unit of sound.

**Grapheme:** a letter or group of letters representing one sound.

**GPC:** being able to match a phoneme to a grapheme/vice versa.

**Blending:** the process of using phonics for *reading*. Children identify and blend the phonemes to make a word. e.g *s-n-a-p* blended, reads *snap*.

**Segmenting:** the process of using phonics for *writing*. Children listen to the whole word and split it up into the phonemes that make it, choosing which graphemes represent those phonemes, then writing them down in the correct order. Segmenting helps children learn to spell.

**Diagraph:** two letters which together make one sound. **Split Diagraph:** two letters which make one sound, but are separated by a consonant.

**Trigraph:** three letters which together make one sound.














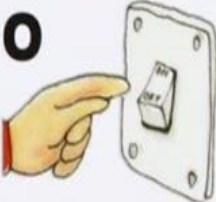


























**Tricky words/common exception words:** common words which cannot be sounded out easily.

**Pseudo/ 'Alien' words:** words which are not real to aid phonics development.

**CVC/CCVCC Words etc:** Consonant - vowel -consonant, abbreviations used to describe the order of sounds.



# Phase 2 to 3 Sound Mat

s 	a 	t 	i 	p 	n 	ck 	e 
h 	r 	m 	d 	g 	o 	u 	l 
f 	b 	ai 	j 	oa 	ie 	ee 	or 
z 	w 	ng 	v 	oo 	y 	x 	ch 
sh 	th 	qu 	ou 	oi 	ue 	er 	ar 



## Phase 4 Blends

st, nd, mp, nt, nk, ft,  
sk, lt, lp, lf, lk, pt, xt,  
tr, dr, gr, cr, br, sl, sp,  
st, fr, bl, fl, gl, pl, cl,  
tw, sm, pr, sk, sn, nch,  
scr, shr, thr, str

Pronunciation video:

[https://www.youtube.com/watch?v=VR\\_IgfIgz10&t=23s](https://www.youtube.com/watch?v=VR_IgfIgz10&t=23s)



## Digraphs

<b>ay</b> (day)	<b>ou</b> (out)	<b>ie</b> (tie)	<b>ea</b> (east)
<b>oy</b> (boy)	<b>ir</b> (girl)	<b>ue</b> (blue)	<b>aw</b> (saw)
<b>wh</b> (when)	<b>ph</b> (photo)	<b>ew</b> (new)	<b>oe</b> (toe)
<b>au</b> (Paul)			

## Split Digraphs

**a-e** (make)    **e-e** (these)    **i-e** (like)    **o-e** (home)    **u-e** (rule)

## Phase 5 Sounds

ay, ou, ie, ea, oy, ir, ue, aw,  
wh, ph, ew, oe, au

a\_e, e\_e, i\_e, o\_e, u\_e

Pronunciation video:

<https://www.youtube.com/watch?v=R3S5sJw7MfI>

# Tricky Words

## What are tricky words?

- Tricky words are words to memorise by sight which don't follow the decodable pattern i.e 'said' is 'e' not 'ai' in the middle.
- Children cannot sound these words out as they do not match the phonics patterns they have been taught so we learn them by sight.
- Some tricky words become decodable as more sounds are learnt.

## Tricky Words Phase 2

the, to, I, no, go, into

## Tricky Words Phase 3

he, she, we, me, be, was, you, they all, are, my, her

## Phase 4 Tricky Words

said, so, went, from, have, like, some, come, there, were, little, there, one, when, out, what

## Phase 5 Tricky Words

people, could, oh, their, Mr, Mrs, called, asked, looked

# Common Exception Words

- **What are common exception words?**
- Common exception words are words where the usual spelling rule does not apply, i.e 'friend,' 'there,' 'they,' and 'said.'
- Similarly to tricky words, children will learn to read these words by sight and by the end of Year 1 they will also learn to spell the words.

## Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

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

# High Frequency Words

What are high frequency words?

- They are simple common words. There are 100 HFW which children are expected to be able to read by the end of Year 1.
- Some of the words overlap with the tricky words and common exception words.

## 100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

# Comprehension

When reading with your child ensure that they have a good level of comprehension. It is important that children understand what they are reading and are able to discuss the content. You can support your child with this by:

- *Making predictions about the book based on the title, pictures, and events in the first couple of pages.*
- Discussing what has just happened on a page you have completed. What did we just read? What happened and why?
- *Reviewing what the book was about. Can your child tell you some of the main points of the story or the text?*
- What did you learn? What was your favourite or least favourite part about the story?
- *Asking your child what, why, when, where and how questions about the text.*

Focusing on comprehension keeps your child engaged in the story which supports them in becoming confident readers.



# Sentence features

As your child builds up their fluency in reading, you can begin to discuss the sentence features which the children are familiar with when they apply their phonics knowledge in their written work.

- **Capital letters**
- **Finger spaces**
- **Punctuation** (full stops, exclamation marks, question marks)
- **Adjectives** (which make the sentences exciting)
- **Verbs** ('doing' words in the text)
- **Contractions** (one or more letters are left out and replaced with an apostrophe, i.e I've, I'm, I'd, she'll, he'll)
- **Speech** (explain that speech marks show us when a character is speaking)
- **Suffixes** -s, -es, -ing, -ed, -er, and -est. Some examples of words with these endings include: 'cats', 'sleeping', and 'quicker'.

# Book features

Ensuring your child understands the different features of a book is another important step in reading:

- **Front cover**
- **Author**
- **Blurb**
- **Illustrations**
- **Contents page**
- **Page numbers**
- **Glossary**
- **Index page**

# Phonics Screening

- At the end of Year 1 in the Summer term children take part in the Phonics Screening check. The children read a selection of real words and 'nonsense' words. The screening is designed to assess your child's confidence in the phonics sounds from phase 3 to 5 and will take place on a 1:1 basis with their class teacher. Below is some information about the screening and some games which will give you the opportunity to practice.
  - <https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>
  - <https://www.phonicsbloom.com/uk/article/phonics-screening-check>
  - <https://epicphonics.com/games/play/free-2018-phonics-screening-check-practice>



# Useful resources

## **Oxford Owl website:**

Provides advice on reading, phonics, and has a library of free e books.

<https://home.oxfordowl.co.uk>

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

## **Phonics websites:**

<https://www.phonicsplay.co.uk/resources>

<https://www.ictgames.com/mobilePage/literacy.html>

<https://www.phonicsbloom.com>

<https://www.topmarks.co.uk/Search.aspx?q=phonics>

# Online books

<https://sooperbooks.com/>

A collection of illustrated short stories, fairy-tales, rhymes and poems that are free to view online.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

Classic children's stories such as Hairy Maclary, Owl Babies, The Ugly Duckling, Everybunny dance, Some Dogs Do, Rumble in the Jungle, The Dragon Machine and more - all videos of the stories read aloud, (can be muted so the adult can read instead).

<https://beehealthystories.com.au/>

Stories focused on health and wellbeing.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

Oxford Owl books including Winnie the Witch stories, The Little Red Hen, Biff and Chip books.

<https://www.booksfortopics.com/year-1>

Book recommendations for topics including the Great Fire of London.

<https://monkeypen.com/pages/free-childrens-books>

Free downloadable e-books (pdf) of short children's stories

<https://www.storylineonline.net/>

American site, stories read aloud by celebrities, including The Rainbow Fish and Peter Rabbit.

<https://www.storynory.com/archives/fairy-tales/>

Fairytales (Goldilocks, Gingerbread Man), Classic Authors, Myths, Poems. The stories are recordings without videos, but include pictures.

<https://www.puffinschools.co.uk/>

Book recommendations from Puffin and small selection of resources.

<https://www.bbc.co.uk/teach/school-radio/audio-stories/zh3t2sg>

Audio stories by the BBC on topics such as transport, festivals, colour and so on.

<https://www.onceuponapicture.co.uk/>

Inspiring and creative images to look at and discuss at carpet time etc.

<https://www.literacyshed.com/home.html>

