

TELFORD INFANT SCHOOL LOVING LEARNING

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

**Reading in Year One
November 2019**



Aims of our Meeting

To share end of year expectations in reading.

To offer guidance on how to support your child with reading.

To share some helpful resources to use at home with your children.



Why read?

Reading is essential, it underpins
all learning and understanding!

Spending 5 minutes reading with
your child every day can make a
difference.



What is phonics?

- Children need to know that words are represented by graphemes (how each letter is written) and phonemes (the sounds they make).
- Some phonemes are made up of two or more graphemes
 - Digraphs – qu, sh, ch, ng, ai, ea, oo,
 - Trigraphs - igh, air, ear, ure
 - Split digraphs – i-e, e-e, a-e, o-e, u-e
- Children need to be able to **segment** a word using their robot arms and then **blend** it back together.
- There are around 40 different sounds.



Phonics

- Most children start reading using phoneme knowledge.
- They segment the phonemes they can see first.
- They blend the phonemes to read the word.
- Cat → c.a.t → cat



Common Exception Words

By the end of Year 1 it is expected that children will be able to **read, write** and **spell** these common exception words.

A list of these words can be found in your child's reading diary.

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	



ASSESSMENT GRID YEAR 1 READING

Name: _____ Class: _____

Aspect	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Minimum expected book band	Pink/Red	Red/Yellow	Yellow/Blue	Yellow/Blue	Blue/Green	Green/Orange
DECODING	Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately. Reads some common irregular words.	Blend sounds accurately of common graphemes for most 40+ phonemes	Blend sounds accurately of common graphemes for all 40+ phonemes. Read some year 1 common exception words Read suffixes -ing, -ed, -s	Use phonic knowledge to decode unfamiliar words accurately. Read most year 1 common exception words	Blend most sounds accurately of common graphemes and their alternatives.	Read all year 1 common exception words. Read some year 2 common exception words Read some contractions. Read suffixes -es, -er, -est
FLUENCY	Continues a rhyming string. Reads and understands simple sentences.	Copies modelled intonation from an adult when reading. Pauses at full stops. Reads a range of different text types at their reading level.	Being to use intonation independently when reading aloud. Uses correct expression at ? and ! With prompts can correct inaccurate reading.	Uses intonation independently when reading aloud. Checks text is making sense to them as they read and correct inaccurate reading with occasional support.	Reads speedily with the correct GPC.	Reads aloud most words accurately and fluently in a book appropriate for their age. Knows when what they have read does not make sense and corrects automatically. Accesses books beyond chronological age.
COMPREHENSION	Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Demonstrate understanding when talking with others about what they have read. With support can retell a range of stories and traditional tales using reoccurring phrases. Joins in with familiar rhymes and poems.	Participates in group discussions about books, poems and non fiction which is read to them taking turns and listening to what others say.	Can make simple predictions based on the story so far. Can discuss favourite words and phrases.	Understands the difference between fiction and non-fiction texts. Recognises sequences of events in simple texts. Independently retell a range of stories and traditional tales using reoccurring phrases.	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. Can explain features of fiction and non-fiction texts. Link what they read to their own experiences.	Answer written comprehension questions where questions immediately follow the text. Deduces possible meanings of unknown words drawing on the wider context.



Reading in Year 1

- Weekly guided reading in a group.
- 1:1 reading at least twice each term.
- SPAG lessons (spelling, punctuation and grammar)
- Daily phonics lessons



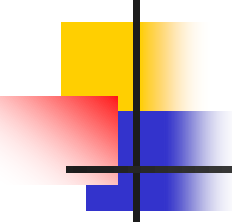
Guided Reading

- Children have a book 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.



Book Bands

- Children are given a book within a book band suitable for their current ability by the class teacher.
- A sticker informing you of the requirements of this level is placed in the reading diary.
- Children need to be secure on all of these skills before we move them to the next band.
- Children are encouraged to read a breadth of different genres including non-fiction and poetry.



During their time at Telford Infant School, your child will progress through the coloured book bands. Please remember that children learn in different ways and make progress at different times. Your child's class teacher will move them through the coloured book bands as and when they feel that your child is ready.

Pink book band

This level is for children who are just starting to read. Children are getting used to reading from left to right and matching spoken words to written words.

Red book band

Children start to gain a little more confidence in reading and may know some words by sight.

Yellow book band

Children are beginning to read more varied sentence structures and taking some note of punctuation.

Blue book band

Children are becoming more confident at reading longer and more varied sentences.

Green book band

Children are starting to read quite fluently and take note of punctuation.

Orange book band

Children are starting to read longer and more complex sentences and can understand a range of punctuation.

Turquoise book band

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them.

Purple book band

Children might read silently or quietly at quite a rapid pace, taking note of punctuation.



Gold Book Band

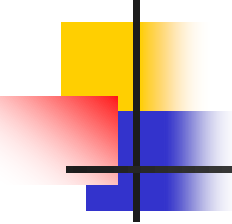
Children might read books with chapters and will read silently most of the time. They are interested in longer texts which they can return to easily after a break.

Lime Book Band

Children might read books that have chapters and will read silently most of the time. They are interested in longer texts which they can return to easily after a break.

Extended Readers Book Band

Children will read books with chapters. They read a wide variety of longer, more demanding texts silently and with perseverance.



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 and 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?



Access to resources to help at home.



Active Learn –Bug Club



- Log on via:
<https://www.activelearnprimary.co.uk>
- Access to a range of appropriate level books.
- Different genres to look at.
- User name and password in children's reading diary.
- Can be accessed on a tablet or PC



- <https://www.oxfordowl.co.uk>
- Create your own log on
- Free access to an ebook library.
- Books are grouped in ages, genres and book band levels which can be filtered through drop down menu.

Letterjoin-supporting letter formation at home.

DESKTOP AND LAPTOP LOG-IN

Simply go to www.letterjoin.co.uk
and log in, using the Desktop log-in boxes, with these details:

User name:

Password:

Letter-join will work on the following browsers on PCs:

- Google Chrome
- Firefox
- Safari
- Opera

We cannot recommend using Internet Explorer for Letter-join.

Letter join on a tablet

IPAD AND TABLET LOG-IN

Letter-join will run on the following tablets:

- iPads running at least iOS7 through the Safari browser.
- Windows 8 tablets (8 inch and bigger) using the built-in browser.
- Android tablets (8 inch and bigger) using Google Chrome, Firefox or Opera.

Go to www.letter-join.co.uk, select the Tablet Login button and log in using the details already provided.



Swipe code (starting at top left):



Letter join

- Access to how letters of the alphabet are formed in school.
- Opportunity for your child to practice letter formation by tracing over the letters.
- Access to further resources and worksheets.

Phonics Play

- <https://www.phonicsplay.co.uk>
- Access to lots of free games to practice using phonemes.
- Children can use their phoneme mats (in their reading diaries) when reading and writing at home.





Thank you for joining us this evening

Any questions?

