



Welcome to the Year 1 Reading Workshop

NOVEMBER 2024

Aims:

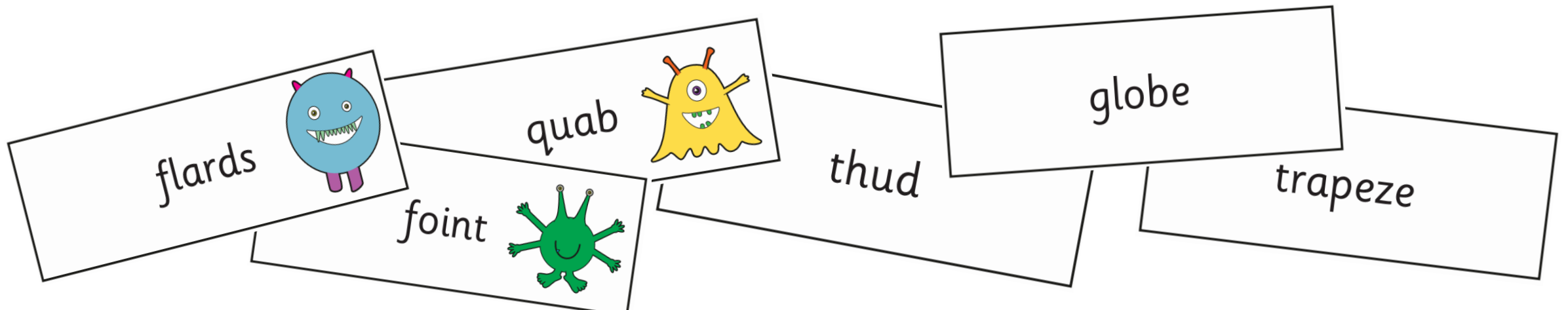
- Phonics - saying the sounds correctly, the Phonics Screening Check and spelling
- Decodable Books
- Domains of Reading
- Share some activities that may help

Phonics – saying the sounds correctly

- ▶ A quick video clip to explain...
- ▶ <https://www.youtube.com/watch?v=UCI2mu7URBc>
- ▶ It is okay to correct pronunciation (within reason!), often in school we hear words read incorrectly because of bad habits or misconceptions e.g. wiv, free (3), lellow, chimley etc. This is quite common and can seem harmless, but unless a child is corrected they will continue to say the word incorrectly.

Phonics Screening Check

- ▶ Each Year in June the statutory Government Phonic Screening Check will take place for all Year 1 children.
- ▶ The screen is usually carried out by the child's teacher or a trained member of school staff that is familiar to the children, it takes place in a separate room away from noise and other distractions.
- ▶ It consists of 40 words, some of which are made up, and some real words. The made up words are identifiable by a picture of an alien or monster and are often referred to as 'alien words'.
- ▶ The children have to sound out and blend the words achieving 32 out of 40 to gain a 'pass'. If they don't achieve it this year they redo the check again in Year 2.



Phonics for Spelling

- ▶ Phonic skills are not only critical for reading but also for spelling words too.
- ▶ Some words can be segmented into known phonemes and used to spell – these words are referred to as ‘decodable.’ e.g. **h-e-l-p s-t-o-p** but some words do not fit the rules e.g. **said** – sounds as if it should be spelt **s-e-d** or **your** should be **y-or** - these words are called ‘common exception words’ – there is no easy way to spell these, they just have to be practised!
- ▶ It is also okay to correct spelling – **hafta = have to, partee = party, nite = night** otherwise bad habits will form and are hard to break! When we correct a child at school we will often say – Have another look/Sound it out again/Are there any other graphemes that make the same sound?/Write it down and see if it ‘looks’ right etc.

Decodable Books

- ▶ As you are no doubt aware, schools have to use a Department of Education approved Phonics Scheme, here we use Twinkl Phonics. A daily programme consisting of sounding and blending activities delivered through a short story.
- ▶ The programme is separated into 6 levels
- ▶ Each child reads books closely matched to the Level they are working on – these are referred to as decodable books – they contain words with sounds that they have learnt or are in the process of learning, so children should be able to sound them out relatively easily.
- ▶ We encourage the children to read these books at school and at home, more than once to improve familiarity and fluency.

Domains of Reading

- ▶ Reading is not just assessed on decoding ability, the children also need to show their understanding of a text. This is assessed through the 5 reading domains.

When you are reading,
don't forget about...



Very Smart Rhinos In Pyjamas

V is for vocabulary
(the words authors use).



S is for sequencing
(the order they choose).

R is for retrieval (find it
and write it down).

I is for inference (asking
'why?' and 'how?').

P is for prediction ('what
will happen next?').

To read like a smart rhino,
just follow these 5 steps!



Question stems for reading

Year 1 Comprehension question prompts		
Vocabulary <ul style="list-style-type: none">• What does the word ___ mean?• Can you find the word that means the same as ___? (e.g. upset)• What does the word ___ (e.g. screamed) tell you?• Find an adjective on this page	Retrieval <ul style="list-style-type: none">• Who are the characters in the story? Are they good or bad characters?• What facts can you tell me about ___?• How does the problem get solved?	Sequencing <ul style="list-style-type: none">• Where were they at the beginning/middle/end of the story?• Who was the first character we met?• What happened before ___?
Inference <ul style="list-style-type: none">• How did you feel when ___? (e.g. when no one came to the party?)• Ask questions about why a character did or said something, e.g. Why did she feel lonely?• Do you think the author wants us to like this character or not? Why?	Prediction <ul style="list-style-type: none">• What might happen next? (What might they say/do?)• What phrase might come next? (pick up on repeating or rhyming phrases)• What could happen when ___? (e.g. when they get to the hotel?)	General <ul style="list-style-type: none">• Did you enjoy this book?• What did you like about it?• Is it the same as any other books you've read? (e.g. compare it to another book with similar characters, the same author, the same type of book)

Activities to try

- ▶ Sound bingo
- ▶ Sound buttons – alien and real words
- ▶ Word families
- ▶ Tell Me Grid