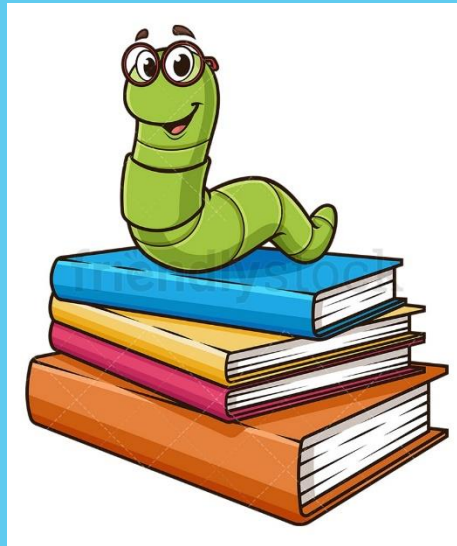


Parent Workshop

Developing reading skills in Key Stage One

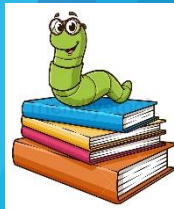


Wednesday 6th October

Developing reading skills in Key Stage One

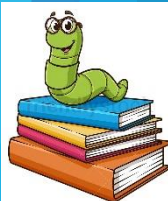
This afternoon we will be discussing:

- How your child will be taught reading in Year 1 at The Gateway
- How to support your child to develop their fluency and confidence when reading aloud
- How to support your child when developing their comprehension skills.



How do you approach
reading at home?

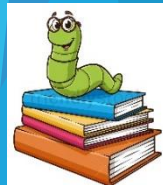
Do you have a particular
time or routine you find
effective?



What will my child be taught in reading this year?

Over the year your child will be taught to:

- Apply phonic knowledge and skills as the route to read words
- Recognise the 40+ sounds
- Read the common exception words
- Read words ending in -s, -es, -ing, -ed, er
- Read words with more than one syllable
- Read words as contractions e.g. I'm
- Re-read books to build up their fluency and confidence when reading aloud



Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

During Swans, the children would have been introduced to phase 2 and 3 sounds.

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

In Herons, they continue their daily phonics sessions and they recap phase 3 sounds and then move onto phase 4 which looks at word structure e.g.

CVCC - tent

CCVC - spot

CCVCC - trunk

CVCCC - lunch

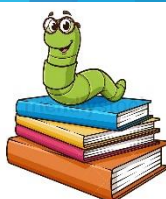


My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	se 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

*even

These sounds your child will be taught throughout Year 1 and then look at alternative pronunciations.



How did you find
supporting your child with
phonics during lock down?

Did you find any great apps
or resources you would
recommend to other
parents?



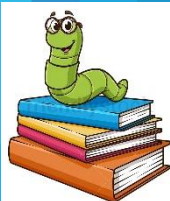
Supporting your child with phonics at home 1:

- Use the sound mats to support your child at home when reading and writing. Have them available when completing your sentence writing for home learning.
- Play sound bingo
- Ask your child to point to the sounds and say the sounds e.g. ai as in rain.
- Access the free [phonicsplay.co.uk](https://www.phonicsplay.co.uk) resources for phase 3, 4 and 5. When you are set home learning it will outline which sound has been covered that week in class.



Supporting your child with phonics at home 2:

- Reading regularly (ideally daily) at home and encouraging your child to use their knowledge of sounds to sound out unknown words.
- When tackling longer words encourage them to break down into syllables by using their finger to cover a part of the word.
- Use of magnetic letters or post it notes to build words.
- Encourage your child to reread a sentence when it doesn't sound right.



Phonics Screening Check

At the end of Year 1 all of the children will undertake the 'National Phonics Screening Check'. This check is designed to identify if children have reached the expected standard in phonics and are on track with their word reading skills to become fluent, confident readers.

The children will complete the screening one to one with Miss Jones. They will be asked to read 40 words (20 real words and 20 nonsense words).

You will receive information in your child's end of year report containing their result.



The Year 1 Common Exception Words

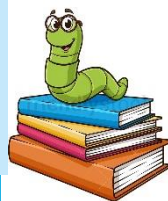
Year 1 Common Exception Words

a
are
ask
be
by
come
do
friend
full
go
has

he
here
his
house
I
is
love
me
my
no
of

once
one
our
pull
push
put
said
says
school
she
so

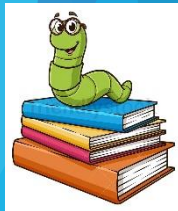
some
the
there
they
to
today
was
we
were
where
you
your



Reading Comprehension in Year 1

It is really important that children in Year 1 still have the opportunity regularly to:

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently
- Link what they read or hear to their own experiences
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their structure
- Recognise and join in with predictable phrases
- Learn to appreciate rhymes and poems, and to know some by heart



Developing Vocabulary

- Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Discuss word meanings, linking new meanings to those already known
-
- What does the word mean in this sentence?
 - Find and copy a word which means
 - What does this word or phrase tell you about?
 - Which word in this section do you think is the most important? Why?
 - Which of the words best describes the character/setting/mood etc?
 - Can you think of any other words the author could have used to describe this?
 - Why do you think is repeated in this section?



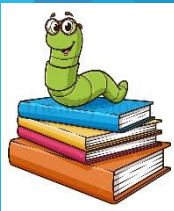
Developing Inference Skills

During Year 1, children will be taught to:

- Making inferences on the basis of what is being said and done

Questions to develop inference skills:

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



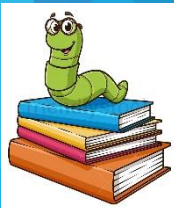
Developing Prediction Skills

During Year 1, children will be taught to:

- Predict what might happen on the basis of what has been read so far

Questions to develop prediction skills:

- Look at the book cover/blurb - what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



Developing Explanation Skills

During Year 1, children will be taught to:

- Explain clearly their understanding of what is read to them.

Questions to develop explanations:

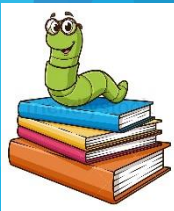
- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



Developing Sequencing Skills

Sequence the key events in the story

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Developing Retrieval Skills

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information

Key Questions to develop retrieval:

- What kind of text is this?
 - Who did....?
 - Where did....?
 - When did....?
- What happened when....?
 - Why did happen?
 - How did?
 - How many....?
- What happened to.....?



Thank you for attending the
workshop this afternoon.

Any Questions?

