

Supporting Children with their Reading and Writing

Year 1

Reading : Word Reading

Learning objectives

- Use phonic knowledge as the route to decode words.
- Read accurately by blending sounds, e.g.
c-a-t
- Read words that end in –s, -es, -ing, -ed, -er and –est.
E.g clapping, longer, etc.
- Read books aloud, accurately that are consistent with their developing phonic knowledge (their reading ability).
- Reread these books to build up their fluency and confidence in word reading.

Reading: Comprehension

Learning objectives

- Enjoy reading!
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond their reading ability.
- Link books to their own experiences.
- Retelling stories and joining in with familiar phrases, e.g. “I’ll huff and I’ll puff and I’ll blow your house down!”
- Predicting what might happen next.
- Explain clearly their understanding of the text.

Reading Experiences

- Guided Reading
- Shared Reading
- Phonics
- Selecting their own choice of book
- Hearing stories read aloud
- Selecting a book from the school library
- Home/school reading

Book Band Reference Sheet

Band	Colour	Year Group Expectation
	Lime	
23,24	White	End of Year 2
21,22	Gold	
19,20	Purple	
17,18	Turquoise	End of Year 1
15,16	Orange	
12,13,14	Green	
9,10,11	Blue	
6,7,8	Yellow	End of Rec.
3,4,5	Red	
2	Pink	
1	Pink	

At the beginning of Year 1 the average child should be reading books at Yellow Band.



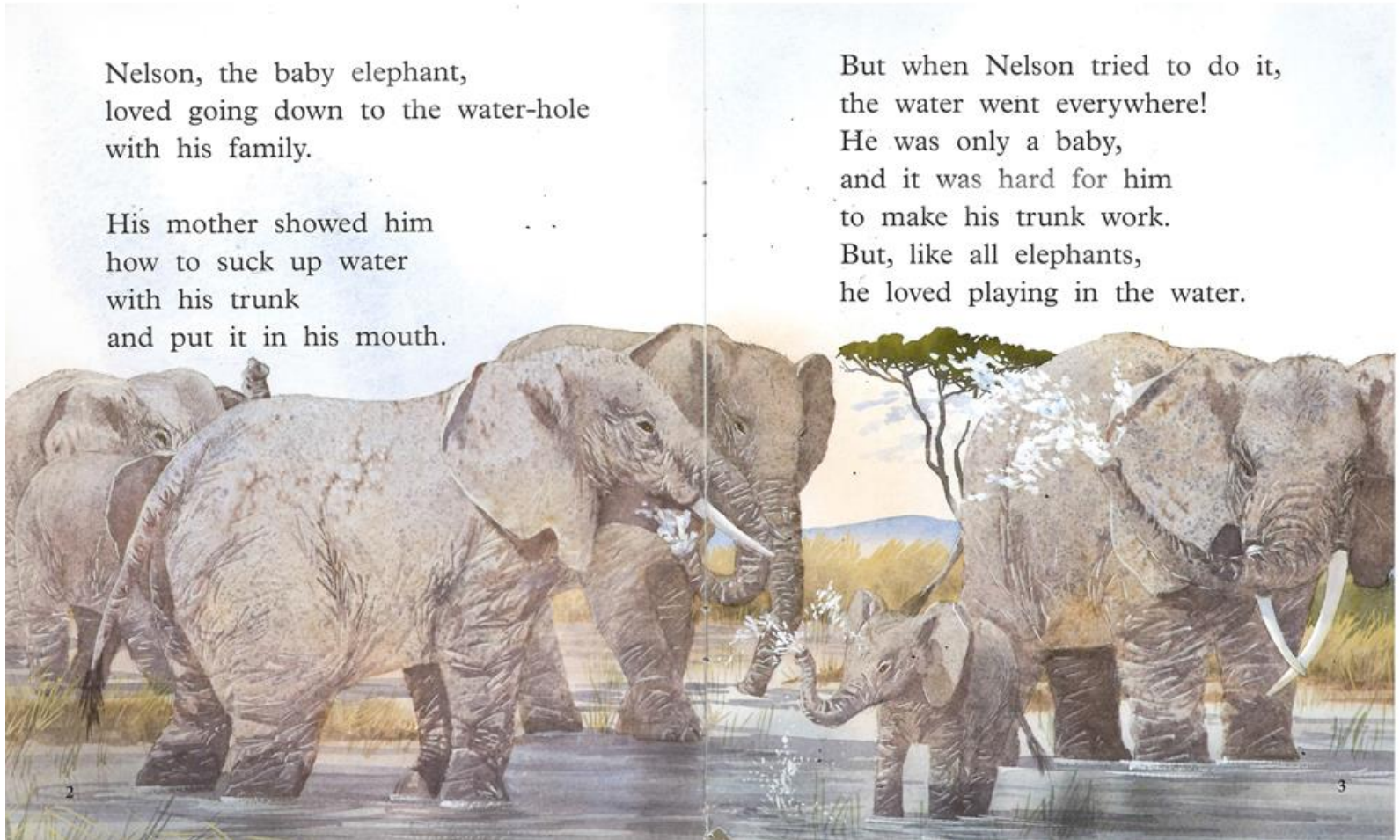
Father Bear
and Mother Bear
and Baby Bear
went to look for blackberries.

By the end of Year 1 the average child should be reading books at Turquoise Band

Nelson, the baby elephant,
loved going down to the water-hole
with his family.

His mother showed him
how to suck up water
with his trunk
and put it in his mouth.

But when Nelson tried to do it,
the water went everywhere!
He was only a baby,
and it was hard for him
to make his trunk work.
But, like all elephants,
he loved playing in the water.



Introducing a Book

Here Come the Shapes



Story by
Jenny Giles

Illustrations by
Boris Silvestri



Reading Strategies

Children need to know what to do when they get stuck on a word.

- Look at the pictures.
- Blend the letter sounds in the word.

sh-o-p

- Think what would make sense?
Run, run, as f--- as you can

- Read to the end of the sentence and then decide on a sensible word to fill the gap.

- Does it sound right?

ran not runned

gave not gived

- Does it look like other words you know? e.g. if your child knows 'could' they might be able to read 'should' and 'would.'

If they still can't read the word, read it for them.

Developing Fluency

Draw the child's attention to:

Full stops .

Commas ,

Question marks ?

Speech marks

“ ”

Exclamation marks

!

Words written in bold
and/or capital letters, e.g.

“HELP!”

Expression and Fluency

- It is sometimes a good idea for you to read a few pages to your child and model what fluent reading sounds like.
- Encourage your child to make their reading sound like talking.
- You may want to read alternate pages.

High Frequency Words

- High frequency words are words that occur most frequently in written material.
- Your child will be learning to read and write the High Frequency Words for Year 1

Name:

Reception into Year 1 – Key words Phase 2-5 Letters and Sounds

Phase 2	Read	Write		Read	Write		Read	Write	Phase 5	Read	Write
a			the			they			don't		
an			to			all			old		
as			I			are			I'm		
at			no			my			by		
if			go			her			time		
in			into			Phase 4			house		
is			Phase 3			went			about		
it			will			it's			your		
of			that			from			day		
off			this			children			made		
on			then			just			came		
can			them			help			make		
dad			with			said			here		
had			see			have			saw		
back			for			like			very		
and			now			so			put		
get			down			do			oh		
big			look			some			their		
him			too			come			people		
his			he			were			Mr		
not			she			there			Mrs		
got			we			little			looked		
up			me			one			called		
mum			be			when			asked		
but			was			out			could		
put			you			what					

Phase 2 – 32 words

Phase 3 – 24 words

Phase 4 – 20 words

Phase 5 – 24 words

Total – 100 words



Comprehension

Being able to read the words, does not necessarily mean that your child understands what they have read.

The only way to judge how much your child understands is to talk about the book and ask questions that make him/her think.



Car trouble

Mum was driving the car on the motorway.

Suddenly the engine stopped.

There was lots of smoke.

Mum drove the car on to the hard shoulder.

Mum and Joe got out of the car carefully.

They waited on the grass.

A fire engine came.

A police car came.

The police lady gave Mum and Joe some shiny blankets to keep them warm.

A pick-up truck came.

The car was put on to the pick-up truck.

Mum and Joe got in the truck.

They took the car to be mended.

It cost a lot of money!





Name: _____ Date: _____

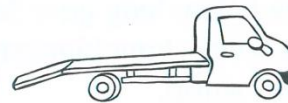
Answer the questions. You might need some of the words in the word bank at the bottom of this sheet.

Who was travelling in the car?

What happened to the car engine?

What did Mum and Joe do?

Choose a word from the word bank to label each picture.



Word bank

Mum pick-up truck Joe car fire engine police car

Notes for teachers

Read the text with the pupils, ensuring that they understand the sequence of events – you may like to cut the text into several pieces then ask the pupils to put them in the correct order.

Discuss each of the questions with pupils before they attempt their answers.

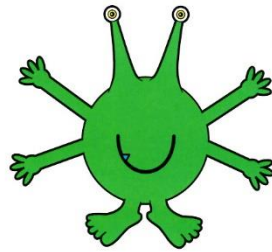
As an extension activity you could ask the children if they have any of their own experiences of car trouble. What happened?

Phonic Screening Check

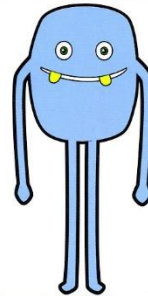
The Phonic Screening Check takes place in June each year. All children in Year 1 undertake the phonic check.

Click the link below to find out more information.

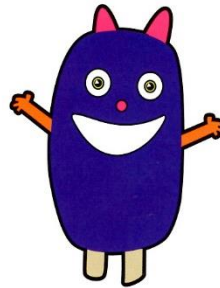
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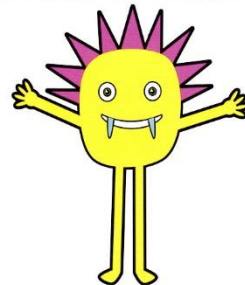
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hab



ulb



shed

long

soil

chart

- <http://www.oxfordphonicschecksupport.co.uk/>
- <https://home.oxfordowl.co.uk/>

Assessment Without Levels

- **Greater Depth**
Using and applying knowledge, skills or understanding across the curriculum
- **Working At the Required Standard**
Secure in their understanding within the context of teaching
- **Working Towards the Required Standard**
Increasing understanding
- **Working Below the Required Standard**
Just starting to learn knowledge or skill

Working at the expected standard

The pupil can:

- Apply phonic knowledge.
- Divide words into syllables.
- Read compound words.
- Read words ending with –s, -es, -ing, -ed, -er, and –est.
- Read words with contractions.
- Retell key stories.
- Explain what they understand about a text.
- Make predictions about a text.
- Learn some poems and rhymes by heart.

Bug Club



Bug Club is an online Reading Program which can be accessed at home.

Each week the teachers will ensure there are plenty of books for your child to read online.