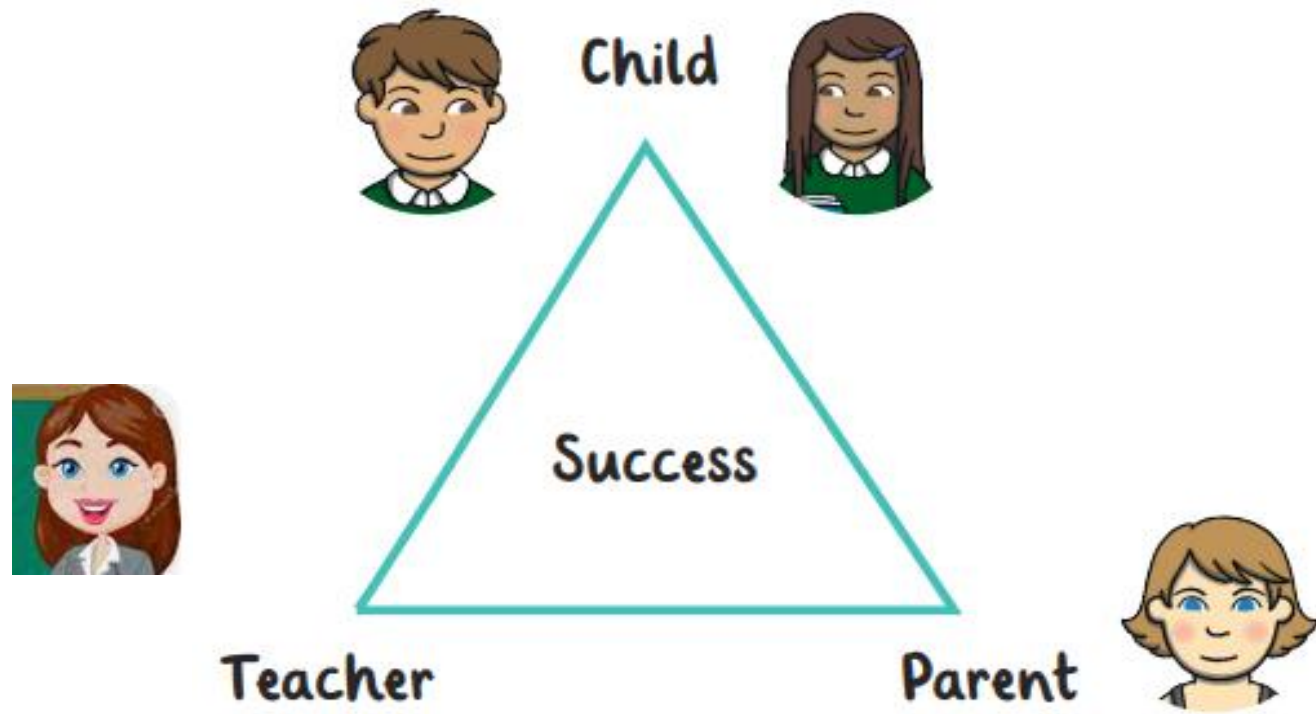


Supporting Children with their Reading and Writing

Year 1

When parents/carers, teachers and pupils work together children make better progress.



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.

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.

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	End of Rec.B9
6,7,8	Yellow	End of Rec Y8
3,4,5	Red	
2	Pink	
1	Pink	

At the beginning of Year 1 the average child should be reading books at Yellow 8/Blue 9.



Kitty Cat went outside.

She went to look at the paint.

“Meow!” said Kitty Cat.

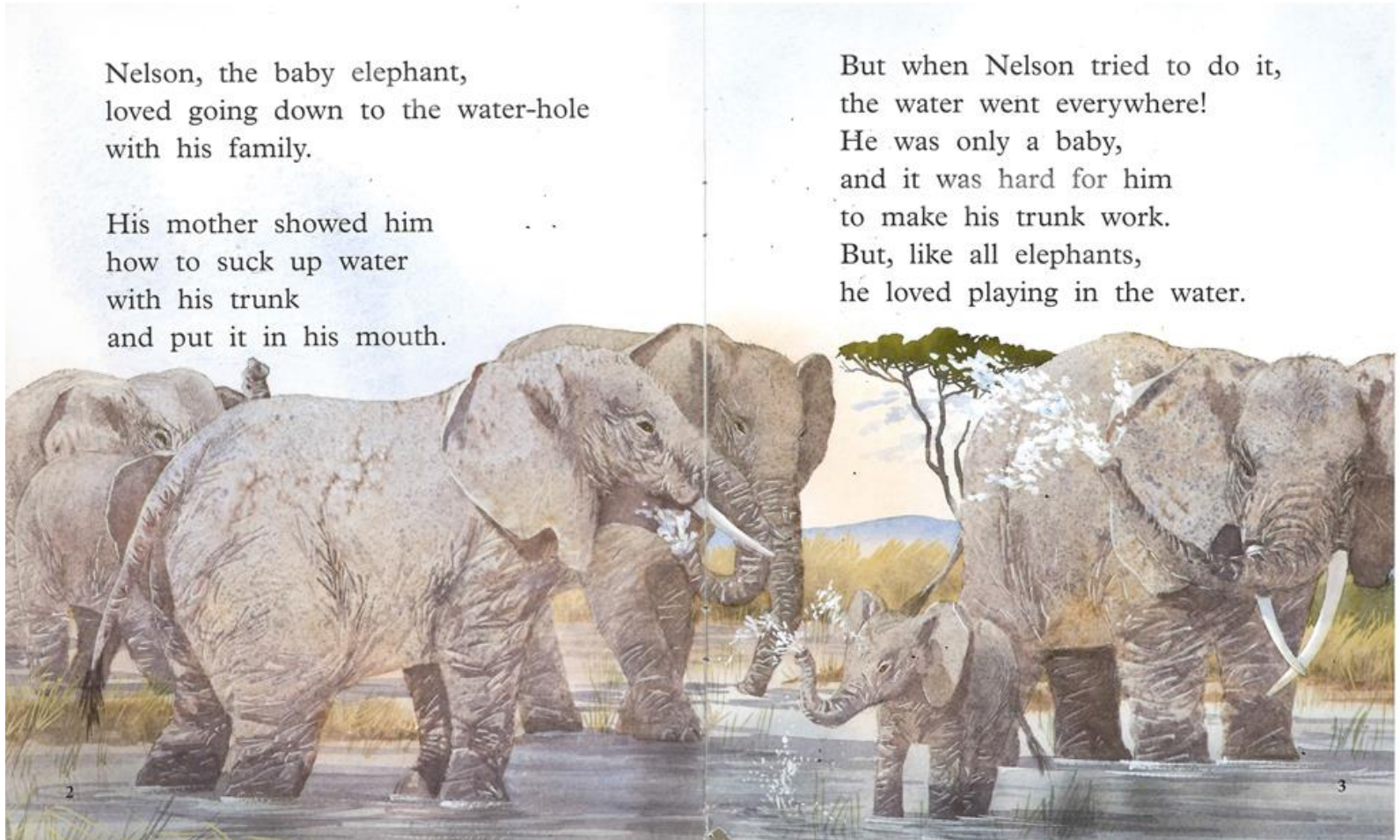
“Look at this!”

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.



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 and Year 1 - Key words

Levels 2-5 Twinkl Phonics

Level 2	Read	Spell		Read	Spell		Read	Spell		Read	Spell
a			she			here			February		
an			we			saw			April		
as			me			very			July		
at			be			put			scissors		
if			was			could			castle		
in			my			should			beautiful		
is			you			would			treasure		
it			they			want			door		
of			here			oh			floor		
off			all			their			bought		
on			are			Mr			favourite		
can			Level 4			Mrs			autumn		
dad			went			love			gone		
had			it's			your			know		
back			from			people			colour		
and			children			looked			other		
get			just			called			does		
big			help			asked			talk		
him			said			water			two		
his			so			where					
not			have			who					
got			like			why					
up			come			thought					
mum			some			through					
but			were			work					
put			there			house					
to			little			many					
the			one			laughed					
no			do			because					
go			when			different					
I			out			any					
Level 3			what			eye					
will			Level 5			friend					
that			don't			also					
this			old			once					
then			I'm			please					
them			by			live					
with			time			coming					
see			house			Monday					
for			about			Tuesday					
now			your			Wednesday					
down			day			brother					
look			made			more					
too			came			before					
he			make			January					

What is Blending?

s u n → sun

t e n t → tent

l igh t → light

m oo n → moon

What is Segmenting?

tin

t	i	n
---	---	---

clap

c	l	a	p
---	---	---	---

lamp

l	a	m	p
---	---	---	---

rain

r	ai	n
---	----	---

chick

ch	i	ck
----	---	----

Level 2 Mnemonics and Actions

<p>s</p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>  <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p>i</p>  <p>Flap your hands like an insect's wings.</p>
<p>n</p>  <p>Make your fist into a nut and tap it.</p>	<p>m</p>  <p>Yummy! Rub your tummy.</p>	<p>d</p>  <p>Pretend to play your drumkit.</p>	<p>g</p>  <p>Pretend to wrap your scarf like Gabl.</p>	<p>o</p>  <p>Pretend to squeeze a juicy orange.</p>
<p>c</p>  <p>Wiggle your finger like a caterpillar.</p>	<p>k</p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>	<p>ck</p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p>e</p>  <p>Make an egg with one hand and tap it with the other.</p>	<p>u</p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>
<p>r</p>  <p>Move your arms like a robot.</p>	<p>h</p>  <p>Pretend to open the door of the house.</p>	<p>b</p>  <p>Pretend to throw and catch a ball.</p>	<p>f</p>  <p>Pretend to wave a magic wand.</p>	<p>l</p>  <p>Pretend to lick an ice lolly.</p>
<p>ff</p>  <p>Pretend to switch off the light.</p>	<p>ll</p>  <p>Pretend to ring a bell.</p>	<p>ss</p>  <p>Blow a kiss.</p>		

Level 3 Mnemonics and Actions

<p>j</p>   <p>Sweep your hand up like a jumbo jet taking off.</p>	<p>v</p>   <p>Draw a v shape on your chest to show the V-neck of the vest.</p>	<p>w</p>   <p>Make waves with your hand.</p>	<p>x</p>   <p>Hold one hand like a map and draw an x on it.</p>	<p>y</p>   <p>Pretend to raise and lower a yo-yo.</p>	<p>z</p>   <p>Draw the zigzag path in the air.</p>
<p>qu</p>   <p>Give a royal wave.</p>	<p>ch</p>   <p>Use your thumb and forefinger to make a chick's beak.</p>	<p>sh</p>   <p>Put a finger to your lips.</p>	<p>th</p>   <p>Put your forefingers on your head and wiggle your moth's feelers.</p>	<p>th</p>   <p>Stroke your hand on your cheek like a soft feather.</p>	<p>ng</p>   <p>Tap your ring finger.</p>
<p>ai</p>   <p>Draw a spiral snail's shell.</p>	<p>ee</p>   <p>Make mouse whiskers.</p>	<p>igh</p>   <p>Hold one arm across your body as if holding a shield and pat it with your other hand.</p>	<p>oa</p>   <p>Pretend to row your boat.</p>	<p>oo</p>   <p>Point at the moon.</p>	<p>oo</p>   <p>Pretend to open a book.</p>
<p>ar</p>   <p>Make twinkly star fingers.</p>	<p>or</p>   <p>Pretend to press a car horn.</p>	<p>ur</p>   <p>Pretend to open a purse.</p>	<p>ow</p>   <p>Pretend to squeeze the squirty flower on your coat.</p>	<p>oi</p>   <p>Flick your thumb as if tossing a coin.</p>	<p>ear</p>   <p>Cup your hand around your ear.</p>
<p>air</p>   <p>Hold a chair, move it in and out from a desk.</p>	<p>ure</p>   <p>Swing your arm like a pirate.</p>	<p>er</p>   <p>Pretend to sneeze!</p>			

Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

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.

Comprehension

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

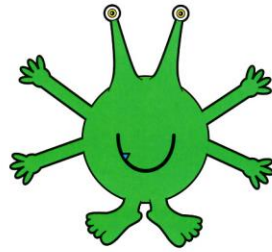
The only way to judge how much your child understands is to talk about the book and ask questions that make him/her think.

Phonic Screening Check

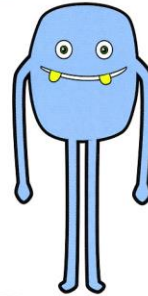
Week beginning 10th June 2024

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

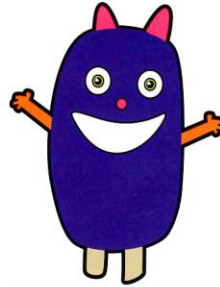
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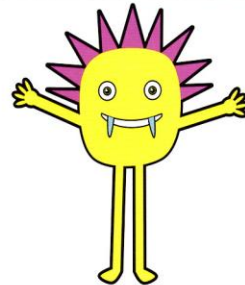
pon



hab



ulb



shed

long

soil

chart

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.