

Year 1 Reading and Writing Workshop



Autumn Term 2023

Mrs Garner, Miss Bolger and Miss Grainger

Aims:

- ▶ To understand the expected level in Reading and Writing in Year 1.
- ▶ To understand how we structure our Phonics, English and Guided Reading lessons.
- ▶ To understand how to support your child at home to achieve this level in Reading and Writing.

Reading Expected Level

- ▶ During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can **sound and blend unfamiliar** printed words **quickly and accurately** using the **phonic knowledge and skills** that they have already learnt.
- ▶ Teachers should also ensure that pupils continue to learn **new grapheme-phoneme-correspondences (GPCs) and revise and consolidate those learnt earlier**. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing **unusual GPCs**. The term '**common exception words**' is used throughout the programmes of study for such words.

Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Phonics

- ▶ At the end of Year 1 all children must complete a phonics screener. Some may need to repeat this in Year 2.
- ▶ In order to read fluently, your child needs to recognise and say the sounds. In the screener these will all be regular words that are decodable – **phonics will work.**
- ▶ When your child is reading a text they will come across many irregular words – **sight recognition.**
- ▶ Encourage your child to use their phonic knowledge whilst reading. If there is a tricky word they do not know, tell them it. Look and repeat.
- ▶ Video on Youtube if you are unsure of the sounds. Link at end of presentation.

What is Phonics?

- ▶ Phonics is one method of teaching children how to read and write. It is the earliest form of decoding – it teaches children to hear, identify and recognise sounds and spelling patterns. There are 6 phases altogether.
- ▶ Children very quickly make connections between letters and sounds – including ‘special friends’.

Key Vocabulary

- ▶ **Phoneme:** small units of sound within a word – the sounds you can hear in a word. There are 42 in total.
- ▶ **Grapheme:** a letter or group of letters that make a sound in a word. These are the written form of the sound.
- ▶ **GPCs(grapheme phoneme correspondence):** combining the phonemes in a word and the letters needed to write those sounds.

- ▶ **Example: rain**

the word rain has 3 phonemes

it contains the 'ai' grapheme

children would break it down into 3 different sounds r – ai – n

they would then be able to write the word with the letters in the correct order

Key Vocabulary Continued

- ▶ **Blending:** breaking the word down into the sounds they can hear and then merging them together until they can say the whole word.
- ▶ **Segmenting:** saying the word then breaking it down into the phonemes needed to write the word.
- ▶ **Digraph:** a combination of 2 letters to make 1 sound **(special friends)**
- ▶ **Trigraph:** a combination of 3 letters to make 1 sound **(special friends)**
- ▶ **CVC word:** a consonant vowel consonant word **e.g. cat, pig, ten**

cheep



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tooth



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chair



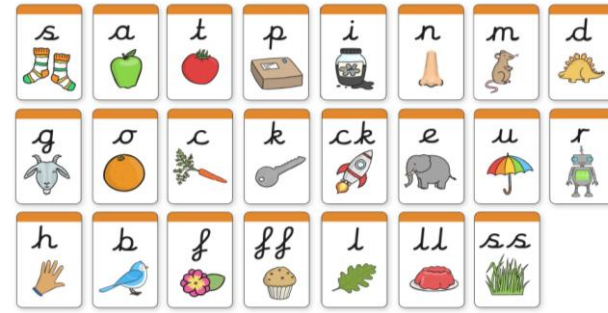
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sharp



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The Different Phases



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Phase 1

- ▶ Environmental sounds
- ▶ Instrumental sounds
- ▶ Body percussion
- ▶ Rhythm and rhyme
- ▶ Alliteration

Phase 2

- ▶ Initial sounds
- ▶ Learning the sounds letters make

Phase 3

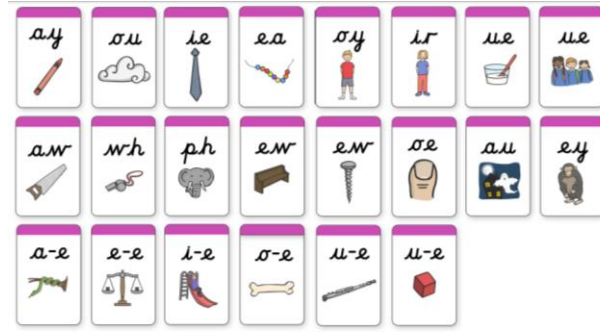
- ▶ Application of all phase 2 sounds
- ▶ Able to read and spell CVC words
- ▶ Consonant and Vowel digraphs and trigraphs

The Different Phases



Phase 4

- ▶ Consonant clusters/adjacent consonants
- ▶ Multi-syllable words



My Phase 5 sound mat

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Phase 5

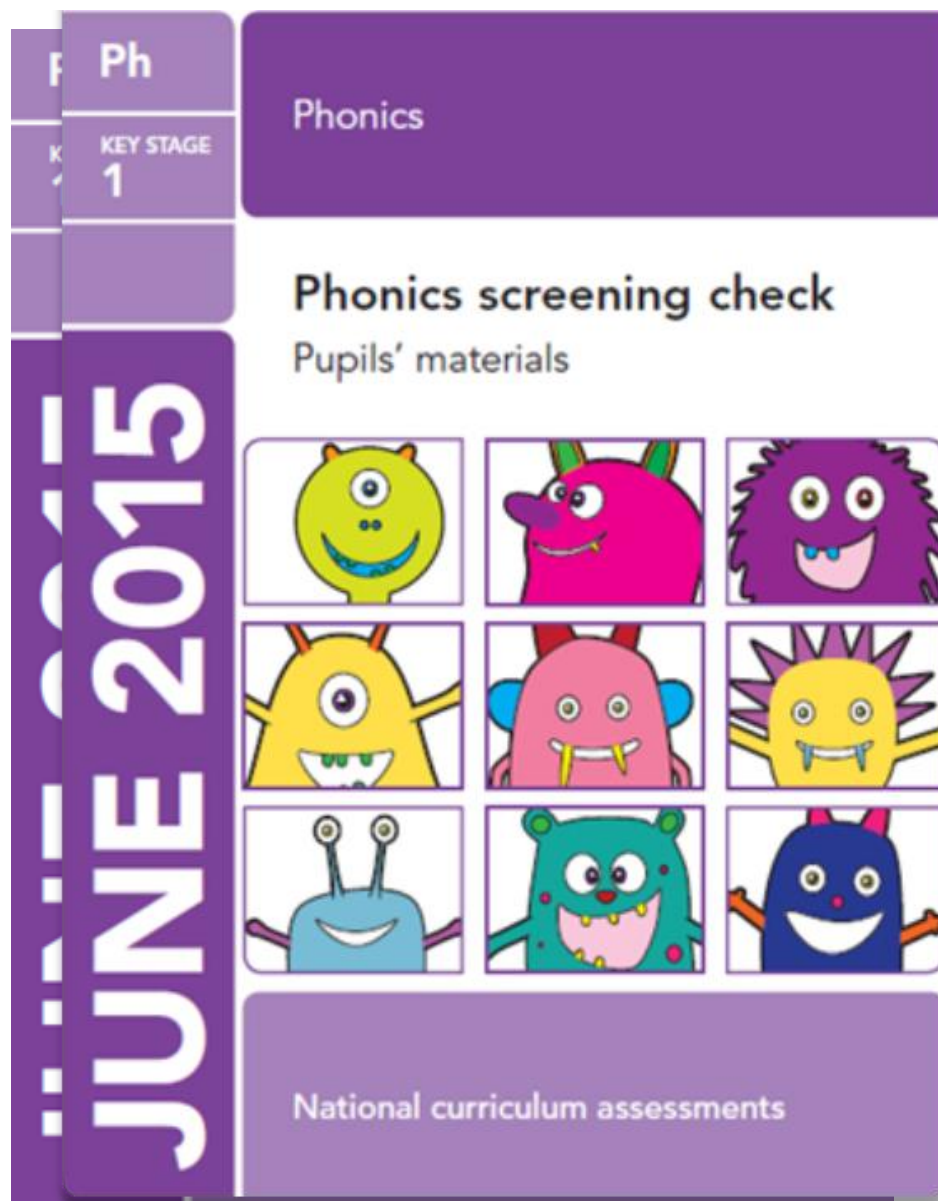
- ▶ Different graphemes for the same phonemes
- ▶ Alternate pronunciations for single letters



Phase 6

- ▶ Prefixes and suffixes
- ▶ Teaching of past tense
- ▶ Plurals
- ▶ Compound words

Phonics Screener



Phonics Screener

- ▶ The test consists of 40 words the children must read.
- ▶ Some are **alien words** (words that have been made up)
- ▶ A smaller number are real words

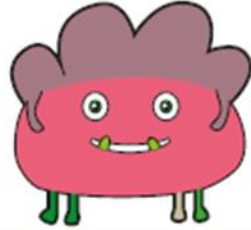
4 Steps to Success

1. Identifying if the word is real or alien.
2. Scanning the word for special friends.
3. Sound out the word
4. Blend it together and say the whole word.

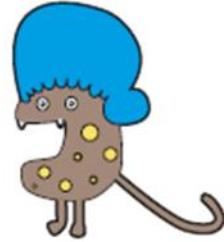
Alien Words

Section 2

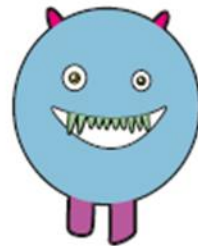
glips



floost



splam



strobe



Expectations for Phonic Phases and Colour Bands

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac	Phase 1						
Pink	Phase 2						
Red	Phase 3						
Yellow	Phase 4						
Blue		Phase 5					
Green		Phase 5					
Orange		Phase 5					
Turquoise			Phase 6				
Purple			Phase 6				
Gold			Phase 6				
White							
Lime							
Brown							
Grey							
Dark Blue							
Dark Red							

Guided Reading

- ▶ Guided reading lessons will start in the Spring Term.
- ▶ Guided reading happens every day.
- ▶ Children are grouped according to their reading book colour band.
- ▶ Texts are selected **ONE** colour higher than their class reading book to expose the children to new vocabulary.
- ▶ We expose the children to a range of texts.
- ▶ During the **pre-read** and **guided reading with questions** sessions, an adult supports the group to develop further reading strategies such as chunking, inferring, predicting and summarising.

What can you do to support your child?

- ▶ Encourage your child to read as much as possible and wherever possible.
- ▶ Non-fiction is extremely important and often has trickier language. Take longer to question them and discuss the information.

What can you do to support your child?

Steps to follow:

- ❖ Do a pre-read. Look at the front and back covers. Discuss the author and blurb. Make predictions. Is the book fiction or non-fiction? Find tricky vocabulary and discuss the meaning of the words.
- ❖ Read the book through once without interruption.
- ❖ Ask them to tell you about anything they have noticed or want to discuss.
- ❖ Read the text again and question your child.
- ❖ Ask them questions throughout and at the end.
- ❖ Read the text again straight through.

You should therefore read the text at least 3 times.

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Where in the World am I?		Key Question: Will we play with the same toys when we are older?		Key Question: Which animals would you invite to tea?	
Reading to Inspire Writing	We're Going on a Bear Hunt by Michael Rosen	The Story Orchestra: The Nutcracker by Jessica Courtney-Tickle	The three Little pigs (Main version - Huff and puff by Claudia Rueda)	Standing small: 30 years of Lego minifigures	The Tiger Who Came to Tea by Judith Kerr	Six Dinner Sid by Inga Moore
Reading Rationale	The text is rich with descriptive vocabulary for the children to learn and use. It also has repeated phrases/structure that children can copy and adapt. It naturally encourages the use of adjectives when using our sense, linking to the woodland walk and science (local wildlife).	The Nutcracker is a classical traditional tale based on toys from the past. It is also one that the children are unlikely to have been exposed to before. It is a magical tale that will encourage the children's imagination. This version of the book plays a different piece of classical music by Tchaikovsky (linked to the ballet), which is covered in music this term. Contains excellent vocabulary for GDS.	The Three Little pigs is an excellent model of a traditional tale. It will allow the children to explore class story structures like a beginning, middle and end. A variety of versions of the text will be explored to encourage pupils to adapt the story to make it their own.	A non-fiction book about Lego facts and how to make different Lego models. This links very closely with the key question and the key focus on Lego. It also helps the children understand non-fiction texts in a topic they love.	The Tiger Who Came to Tea inspires our key question for this topic. It is an exciting story that engages the pupil's imagination. The book is challenging for Year 1 and exposes them to vocabulary they may not be able to read on their own, but can enjoy when read to them. WCR: Into The Woods by Anthony Browne WCR: Augustus and His Smile by Catherine Rayner	Six Dinner Sid has been chosen for its links to our value of trust and how a cat is caught out being dishonest. It also raises issues around people talking to each other and making friends to take care of their local areas. WCR: Augustus and His Smile by Catherine Rayner WCR: Animal Poems
Writing focus	Purpose: Entertain Audience: Michael Rosen (twitter) Write a description of self and then an animal of their choice. Use the story sack to write a story based on the book 'We're Going on a Bear Hunt' changing the settings and the animal at the end.	Purpose: Entertain Audience: F2 pupils Use Nature Poems by Nicola Davies A poem based on the 5 senses linked to the sensory experience of the Woodland Walk. Write a description of the traditional toy, the	Purpose: Entertain Audience: Y2 Use the story sack to write a story (beginning, middle and end) based on 'The Three Little Pigs'. The ending will have a twist on the traditional version. Make links between a variety of traditional tales. Talk about the similarities	Purpose: Inform Audience: Year 1 class Write a set of instructions explaining how to make a lego figure. Link to DT where children make a lego figure and house. Write a recount about their trip to Milestones Museum.	Purpose: Entertain/inform Audience: Year 1 book corner Using the story sack, Perform and retell the story of the Tiger who came to tea. Write a letter to the tiger asking him to not eat all of the food next time!	Purpose: Entertain/inform Audience: Parents Using the story sack, Perform and retell the story of the Six Dinner Sid. Write a story of Six Dinner Sid and change the activities Sid does at each house.
		nutcracker. This will be used in the story. A story (beginning, middle and end) based on the Nutcracker using their own imagination to change a character, scene, or outcome. Use the story sack to help the pupils change a key part of the story.	and differences between the audience, structure, setting, characters and language. Write a diary entry from Jack. Science – write a report / <u>non-fiction</u> book about different materials and which toys are made from what.	Performance poetry – Things you don't need to know	Write an information text , in the form of a poster, using the book 'The big Book of Beasts'. Including headings and sub-headings, about a tiger: including what it eats, habitat, description, being endangered and where they are found in the world.	Create a fact file about an animal of their choice, including description. End with a tea party - Write an invitation to come to the tea party.

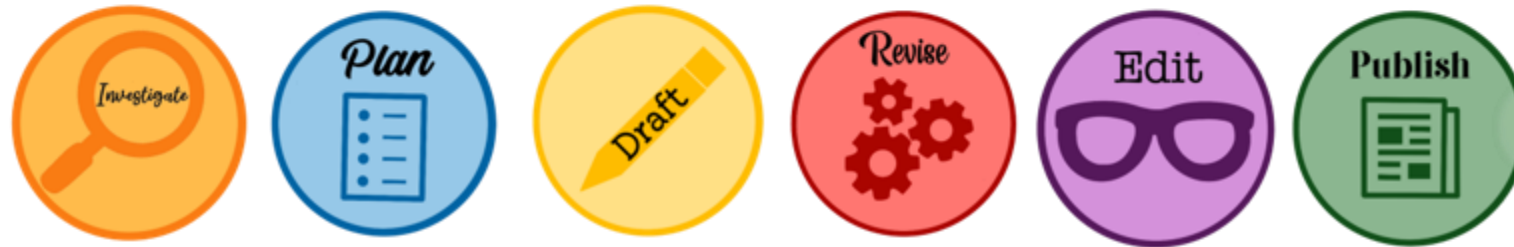
Year 1 Books to enrich our Highwood Curriculum

Additional Reading Materials	Autumn 1 Key Books: Nature Poems by Nicola Davies Night-night, Knight Poems by Michael Rosen The Snail and The Whale by Julia Donaldson A Bear Called Paddington by Michael Bond On the way home by Jill Murphy My Bear Greta by Suzanne McGinnes Handa Surprise by Eileen Browne The Gruffalo by Julia Donaldson The Everywhere Bear by Julia Donaldson	Autumn 2 Key Books: Classical fairy tales – Ladybird Wolf wont bite! by Emily Gravett The True Story of the Three Little Pigs by Jon Scieszka The Story Orchestra: Swan Lake and Sleeping Beauty Jack and the Bean Stalk by Nina Towe Rapunzel by Jutta Ash Cinderella by Lynn Roberts One grain of Rice by Demi The Snow Queen by Naomi Lewis Hansel and Gretel by Michael Morpurgo The kings new palace by Susan Summers The story of Quail by Jatinder Verma	Spring 1 Key Books: The story of Pinocchio by Katie Daynes Dogger by Shirley Hughes Litter Bear Lost by Jane Hissey That Rabbit belongs to Emily Brown by Cressida Cowell & Neal Layton Lost in a toy museum: An adventure by David Lucas Kippers: toy box by Mick Inkpen Toys in Space by Mini Grey The teddy Robber by Ian Beck The Wooden Camel by Wazir & Manuela Adreani The toy maker by Martin Waddell & Terry Milne	Spring 2 Key Books: Toys around the world by Joanna Brundle Toys and Games by Sally Hewitt Start-up History: Toys by Jane Bingham & Ruth Nason	Summer 1 Key Books: There's a Tiger in the Garden by Lizzie Stewart Cinnamon by Neil Gaiman The big book of beast by Yuval Zommer Amazing animal Journeys by Gail Packham National Geographic Kids: Tigers National Geographic: Everything Bog Cats Sleep like a Tiger by Mary Logue The Dancing Tiger by Malachy Doyle	Summer 2 Key Books: Puss Jekyll Cat Hyde by Joyce Dunbar They all saw a Cat by Brendan Wenzel Mog the forgetful cat by Judith Kerr National Geographic: Wild Cats by Elizabeth Carney Crazy about Cats by Owen Dovey Tabby McFat by Julia Donaldson
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Writing Expected Level

- ▶ Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to **encode the sounds** they hear in words (spelling skills), develop the **physical skill** needed for **handwriting**, and learn how to **organise their ideas** in writing.

The Writing Process



Writing - transcription

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

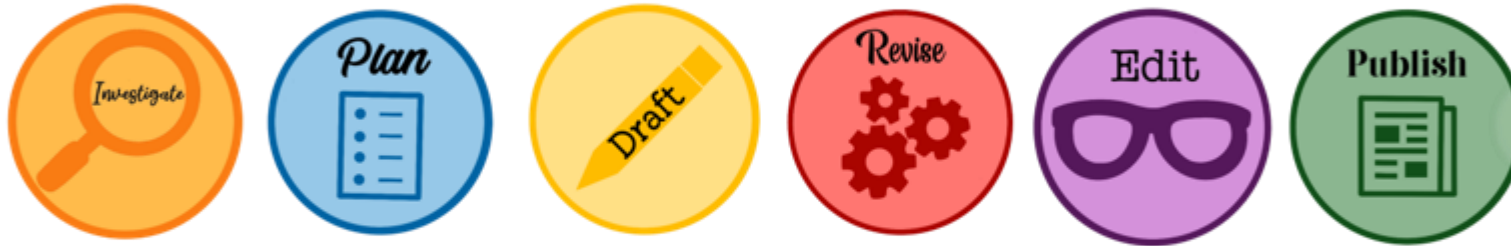
- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

The Writing Process



Investigate

- ☐ Discuss and rehearse ideas/words from known texts to use in their own writing. (all)

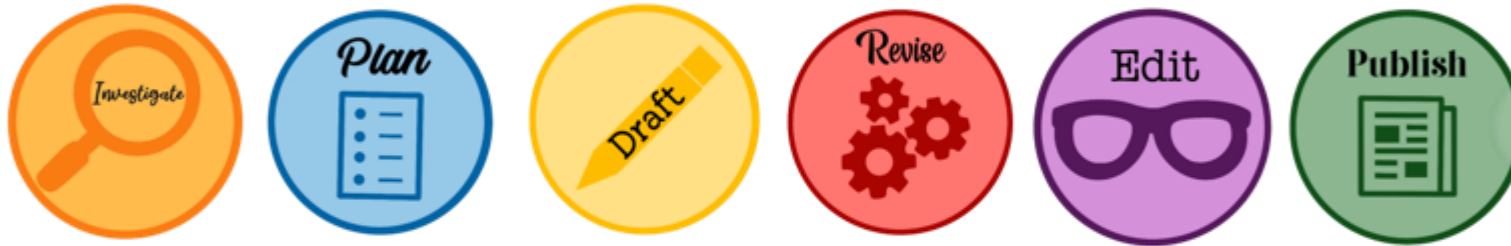
Plan

- ☐ Draft a sentence by saying it aloud before writing. (Autumn, Spring)
- ☐ Compose a sentence orally to write it. (Autumn)
- ☐ Collect ideas by thinking aloud. (Autumn)
- ☐ Plan a sentence by practising it aloud to others before writing. (Autumn)

Draft

- ☐ Write for different purposes and explain the selected audience. (Spring)
- ☐ Use capital letters at the start of sentences (all)
- ☐ Use full stops accurately (Autumn)
- ☐ Use a question mark accurately (Spring)
- ☐ Use and exclamation mark accurately (Spring, Summer)
- ☐ Sequence sentences to form short narratives that readers can understand and interpret. (Autumn)

The Writing Process



Revise

- ☐ Re-read what they have written to check that it makes sense. (Autumn)

Edit

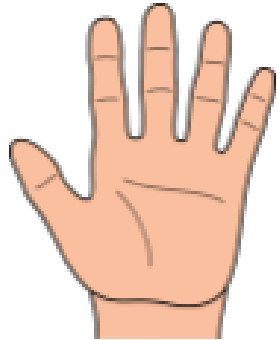
- ☐ Discuss what they have written with the teacher or other pupils. (Autumn, Summer)
- ☐ Check and edit capital letters and punctuation at the end of a sentence (Autumn, Summer)

Publish

- ☐ Read aloud their writing clearly enough to be heard by their peers and the teacher. (Autumn, Summer)
- ☐ Finalise written pieces including taught handwriting objectives. (Summer)

Rules for Writing

Give me 5














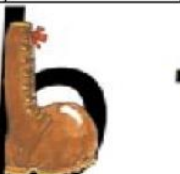


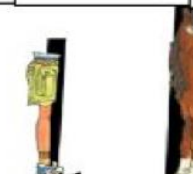











1. *Think of your sentence.*
2. *Say your sentence out loud.*
3. *Count the words.*
4. *Write your sentence -
remembering to use capital letters, finger
spaces, phonics and a full stop.*
5. *Read your work back.*

Handwriting

- ▶ Encourage your child to use handwriting like we do at school – homework tasks too. Remind them of correct pencil grip
- ▶ The rhymes really help to consolidate formation.
- ▶ Practise at home.
- ▶ They should be leaving finger spaces between each word.
- ▶ Lower case letters should be smaller and all the same size.
- ▶ Capital letters should be relative. Not too big, but larger than lower case.

Handwriting Rhymes

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Composition

- ▶ You can support your child when writing by encouraging them to write. They need to be able to:
 - ❖ Write about experiences, both real and not real.
 - ❖ Write poetry.
 - ❖ Write for different purposes (to entertain, to inform, to persuade, etc.)
 - ❖ Plan their writing.
 - ❖ Reread their work and correct or improve.

Resources and Websites

- ▶ Youtube link to Phonics sounds:
https://www.youtube.com/watch?v=BqhXUW_v-1s
- ▶ Phonics information and resources – Letters and Sounds:
<http://letters-and-sounds.com/>
- ▶ Phonics games- Phonics play (free section):
<http://www.phonicsplay.co.uk/freeIndex.htm>
- ▶ Recommended book list and your local library

Thank you
Any questions?