

Reading in Year 1



Reading in Year 1



Our aims are to explain:

- How reading is taught
- How it is assessed
- How you can support at home
- Look at some of the materials we use



- In Southridge, we use Read Write Inc to teach phonics.
- It is a proven synthetic phonics programme that ensures early success in reading.
- Speed sounds are taught in daily phonics sessions.
- Regular assessments ensure the books children are reading are well matched to their phonic knowledge.
- We also use our assessments to group the children for phonic sessions so they are receiving targeted support for the phonic sounds that they need to learn.

Daily phonics - what does it look like?





















- Introduce new sound
- Re-cap sounds previously learned
- Apply new sound to reading **green words - real words**
- Apply new sound to reading **alien words - nonsense words**. These words check the child can blend and are not reading from memory.
- We always identify the 'special friends' (new sound), 'Fred talk' (sound it out), then read the word (blend).
- Speedy write - identify the sounds within a word and write it down
- Speedy green words - speedily read words we have previously learned ('Fred in your head')
- **Red words - words that are not phonetic e.g. was, the**

Set 1 Sounds

Set 2 and 3

Read Write Now
Desktop Speed Sounds Chart

Speed Sounds Set 1




















m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

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Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Additional sounds

tion

tious/cious

au

ue

kn

ph

ck

y

oe

ie

e-e

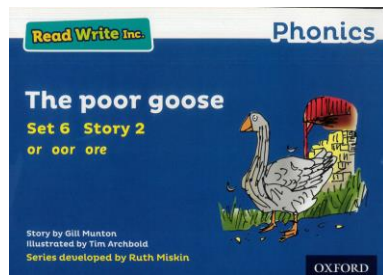
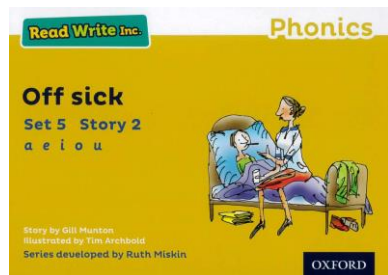
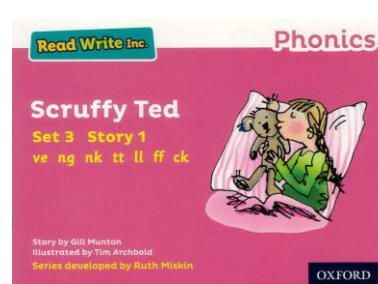
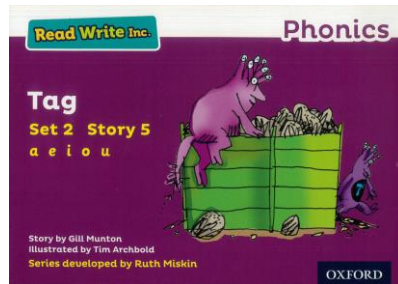
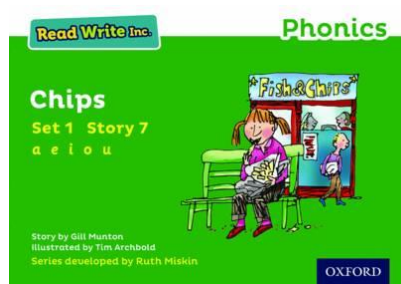
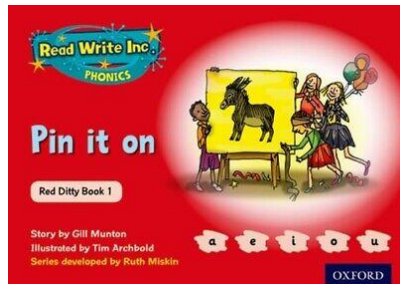
How and when do we assess what the children know?

- Children are assessed every 6-8 weeks on a one-to-one basis with a member of our team.
- They read the sounds they know.
- They read real words and alien words by sounding them out loud.
- They read real words using 'Fred in their head'. We are looking for them to do this without moving their mouth at all.

My child can read their book quite easily - why?

- Children need to know all the sounds and be able to apply them for the level of book they are reading.
- The book should not be a challenge for them to read.
- The scheme is designed so that they will not meet any sounds they do not know confidently.
- All new sounds are taught during their phonics sessions.

Children should be able to read their book
confidently, independently, accurately, with pace
and **have a good understanding.**



It's all about success!

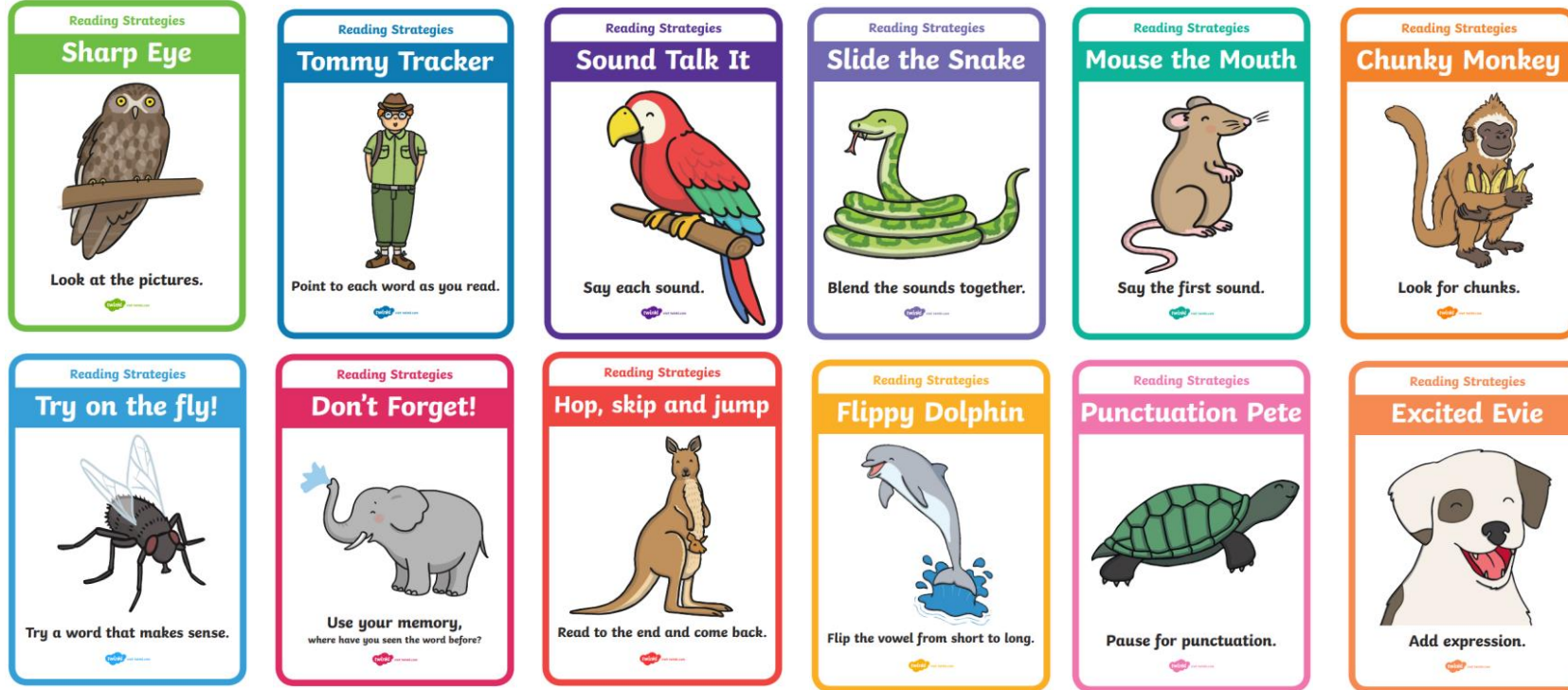


Reading Group Session

- Children currently reading blending books, red or green books will read 3 times in school before they bring it home. This is to ensure they have had lots of opportunities to practise the words in isolation as well as in the story so they feel more confident when they read at home.
- Children reading purple and above will read their book once in school then bring it home.
- The children always begin with their speed sounds. They read these with a partner, taking turns to point to the sounds in a random order with both partners reading the sound.
- They then go through the green story words and red words and finally the speedy green words.

- The children take turns with their partner to read a sentence or page each, helping each other if they get stuck.
- During this time, the teacher will work with each child individually to listen to and support their reading.
- There are opportunities to talk about the story, use new reading strategies and discuss features of the text as a group.
- Children reading purple books and above will be encouraged to use 'Fred in your head' while reading as much as possible to help increase their pace and fluency.

Reading Strategies



- In addition to phonics, we teach the children a variety of reading strategies to support their reading.
- These strategies are introduced during our group reading sessions.
- When a new strategy has been introduced, you will find a sticker in your child's reading record explaining which strategy we have focused on and how it can support their reading.

How can you help your child at home?



- Reading little and often is key.
- Always start with speed sounds and green/red words. Being able to read the words confidently will ensure they are able to read the story with more fluency.
- Ideally we would aim for 3 readings of each book in a week - once for decoding, once for fluency and understanding and once with a reader's voice.
- If your child is finding it difficult, take turns reading as we would in school. It is important for them to hear it being read to them so that they know how it should sound.
- Read regularly to your child. This helps to build their vocabulary, allows them to hear how it should sound and develops their comprehension.

How can you help your child at home?

- If your child is reading confidently you could supplement their reading with other books from home where this is appropriate. This can also be recorded in their reading diary.
- Please also continue to read their school books to ensure they are reading books at the appropriate level that will build fluency.
- Re-reading familiar books is especially important when developing these skills.
- Please also sign their reading diary when they have read. You can use this to let us know about any difficulties or successes too.

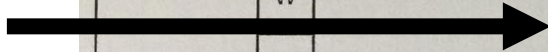
Year 1 Reading Record

Week Beginning and Book Title	Reading Strategy/Skill Practised					Feedback from home						
	M											
	T											
	W											
	TH											
	F											
	M					M	T	W	TH	F	S	S
	T											
	W											
	TH											
	F											
	M											
	T											
	W											
	TH											
	F											
	M					M	T	W	TH	F	S	S
	T											
	W											
	TH											
	F											

Date and book title



Comments from school
will be written here.



Comments from home
can be written here.



Circle each day your
child reads at home.

