

# *Year 1 Curriculum and Reading information meeting - January 2024*

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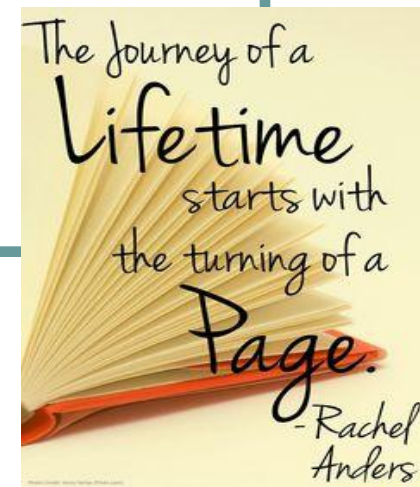
# Aims

- What is phonics?
- How phonics is taught?
- Reading for pleasure
- Home learning
- Supporting your child to read
- Phonics Screening Check

# Reading at HPS



- Teaching all children to read with fluency and confidence and understanding of what is being read
- Inspiring a love of reading in all children, for life.



# Why 'phonics'?



- Phonics is a way of teaching children to read quickly and skilfully. We want children to **'crack the phonic code'**
- Decoding words using phonemes children have learnt, is the only way children can read new words. Other ways, such as looking at pictures for clues, is not helpful to them.
- Children start phonics at the start of Reception and continue into Year 1. They continue into Year 2 if needed.
- If children cannot decode and then read words quickly, they will fall behind in their word reading, and will struggle to comprehend more challenging texts they will encounter as they get older.
- Phonics is taught daily, and staff run short interventions to practice sounds and word reading with those children who need it.
- Reading - secondary ready, life ready.

# How we teach phonics at HPS?

- A foundation of songs, rhymes, and playing with sounds in Nursery
- Use of the 'Read, Write, Inc' programme throughout Reception, Year 1 and into Year 2.
- Daily focussed sessions with the class teacher and LSAs, tailored to the children's learning needs
- Additional help for those children who need further support



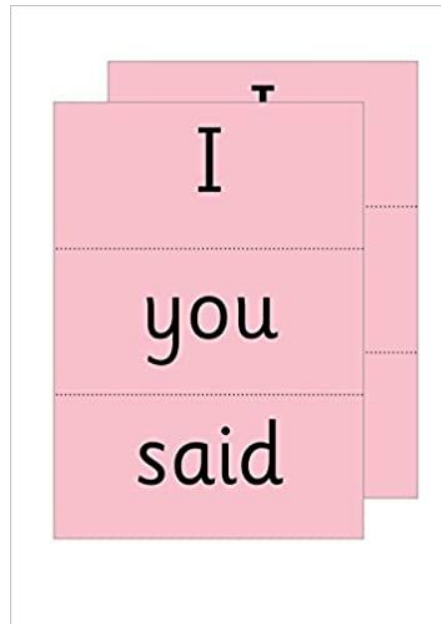
# What do we mean by 'phonics'?



- They are taught to:
  - Recognise the sounds that each individual letter makes;
  - Identify the sounds that different combinations of letters make - such as 'sh', 'th' or '-igh'. These sounds are called '**phonemes**'.
- If there is more than one letter ('igh'), we refer to these as 'special friends')**
  - Match the sound to the written letter or letters; '**graphemes**'
  - 'Segment' a word into the sounds; sh-ou-t
  - Blend these sounds together from left to right to make a word.
  - Children can then use this knowledge to 'decode' new words that they hear or see.
- We teach children to '**Fred Talk**' decodable green words -
  - 'b-r-igh-t'
  - 's-ou-n-d'

# What about words that are not easily decoded?

- Many words cannot be decoded, for example: *some, who, one*
- These are described as 'red' words
- We encourage children to look for sounds they know but they need to remember these words so that they can read them on sight.

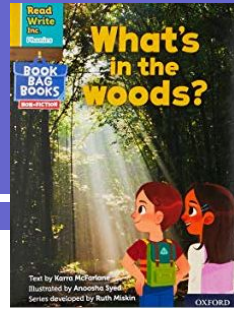


# Guided reading

- Teachers share high quality texts with the children each week
- After half term, more structured reading lessons will start, focussing on explicit teaching of comprehension skills.
- A range of texts are read and explored with the children - these will be beyond the word reading skills of the children
- The children are exposed to lots of new vocabulary.
- The texts being read are shared on the curriculum overviews for each term.

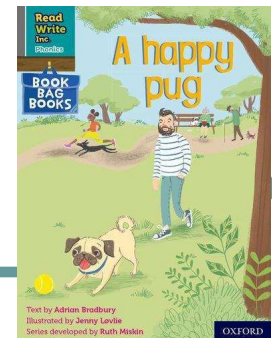
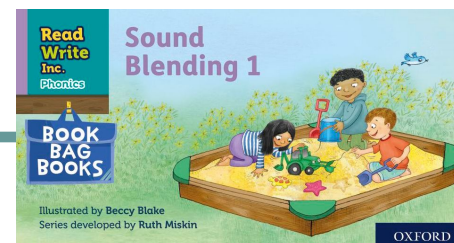


# Home reading



- **Book Bag Books**

- These books are phonetically decodable for your child, matching the stage they are at in their phonics learning.
- The colour of the Book Bag books match the colour of the Storybooks that your child will be reading in school, and match the sounds and words they will currently be learning
- The purpose of these books is support your child practice reading the sounds and words they are learning, to increase their word recognition and fluency.
- There are questions written on the very back page that you can discuss with your child when they read the book.
- The books can be read several times, to build up their fluency and expression.



# Sharing books

- The children will also be bring home a '**sharing**' book that you can read to them and share the enjoyment of reading together.
- This book may contain words that the children are currently able to decode and read - you may need to tell your child what a word is.
- The **purpose** of this book is for the children to have the opportunity to read another range of texts and share them with you - you can discuss what happens, the characters, any new words you discover together. You can read to them, they can read to you.
- Importantly to enjoy!
- Your child will continue to bring home a 'sharing' reading book throughout their time at Hillingdon Primary.

# Importance of repetition

Stories are so important. They give children vocabulary that they normally would not hear in everyday speech.

- Repetition. Read a story over and over again. This will consolidate their language by hearing the language being used many times.
- Children can't extract information from a text in one go so it is important to read a book many times to allow children to have the opportunity to imbed new language.
- Children will also get pleasure from knowing what will happen next.



# What do I need to do to help my child read and love reading?

- The most important home-learning you can do with your child at home is reading. Every day is best but at least **5** times a week.
- Little and often - you can read to your child as well as them to read to you.
- You can also support your child with word-reading asking them to read their **RWI Book Bag** books at home.
- Foster a love of reading so your child sees it as a positive experience.
- Talk to your child about what they are reading and hearing, to increase their vocabulary and understanding.



# What do I need to do to help my child read and love reading?

- Talk to your child about what they are reading and hearing, to increase their vocabulary and understanding.
- Encourage your child to sound out unfamiliar words or to 'use their sounds' when reading and writing at home.
- Let us know how reading at home is going via your child's reading diary.
- Read the 'sharing' book your child brings home, books at home, those from local libraries, texts online, Bug Club
- Praise your child for trying hard with their reading: learning to read is a tricky business!

# What do I need to do to help my child read and love reading?

Reading sheet - This includes green word with sounds learnt during the week and red words to practise reading.

This week your child has been focusing on learning the sounds 'a-e', 'e-e' and 'u-e'. Your child has been learning to read the words below in their RWI classes.

name	game	escape
complete	Steve	theme
tune	huge	brute
said	what	were

# What do I need to do to help my child read and love reading?

- A parent guide to RWI and advice for supporting your child with reading at home.
- We have shared a letter about home reading at the start of the year - we will re-share this with you.

**Read Write Inc.**  
**Phonics: a guide**  
**for parents**



# What is the phonics screening check?

- A statutory assessment for all Year 1 children in the UK, during the w/c 10th June 2024
- Consists of a list of 40 real and made up words, consisting all phonemes learnt.
- Will be completed by an adult familiar to them on a 1:1 basis
- Will take roughly five minutes per child to complete



# Real words and “non-words”



tox

steck

quemp

blurst

# Reporting the results

- The test has a threshold score. We do not know this score until after the check has been completed.
- We will tell you if your child has met the required standard in the phonics screening check by the end of the Summer term
- If your child has not met the required standard, the check will be repeated in the June of Year 2. Your child will receive extra support in phonics in Year 2.