



# Year 1 Reading Workshop

Thursday 26<sup>th</sup> January



# Our Aims

- ▶ Why Reading?
- ▶ Curriculum expectations
- ▶ How do children become readers
- ▶ What does reading look like in school?
- ▶ The Phonics Screening test
- ▶ How to help your children at home
- ▶ Questions

# Reading: A child's superpower

**Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income. Key outcomes are listed below.**

- Improvement in vocabulary in comparison to non-readers ([Millenium Cohort Study](#))
- Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older ([Cremin 2019](#), [Torppa 2020](#))
- Better performance in subjects other than English ([Millenium Cohort Study](#))
- Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background ([OECD](#))
- There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors ([NLT 2018](#))
- Reading improves a child's empathy skills ([Oatly 2016](#))
- Interventions developing Reading for Pleasure attitudes (offering book choice and time to read rather than instruction) have a greater influence on reading ability than reading lessons for older children/adults ([Greenberg 2014](#))

# Curriculum Expectations

<b>Pupil(s) are beginning to independently apply their knowledge and skills:</b>	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for <b>all</b> of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing -s, -es, -ing, -ed and -est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	

# How do children become readers?

Contrary to what some people believe, reading is not a natural process that happens all on its own. It's a complex process which requires explicit teaching of skills and strategies.

## 5 essential components to reading:

- ▶ **Phonics:** awareness of the relationship between letters and sounds
- ▶ **Phonemic Awareness:** identifying and manipulating sounds in words.
- ▶ **Vocabulary:** the more words encountered, the better children will become at reading and understanding a text.
- ▶ **Fluency:** strong phonic decoding skills + expanding bank of HFWs + awareness of 'tricky words' + amount of time reading at the appropriate level.
- ▶ **Comprehension:** Reading for meaning is the ultimate goal – to understand and connect with a text.

# What does reading look like in school?

- ▶ EYFS/ Year 1– Daily Phonics.
- ▶ English lesson with a reading focus
- ▶ High quality texts
- ▶ Reading aloud in all subjects
- ▶ Daily story time
- ▶ 1:1 reading

# Daily Reading Session - Read Write Inc





- ▶ Speed Sounds
  - ❑ Introduce/ revisit a sound
  - ❑ Read words using the sound
  - ❑ Write words using the sound
  
- ▶ Daily Reading session outline
  - Explore vocabulary
    - ❑ Decodable vocabulary
    - ❑ Names/ names of places
    - ❑ 'Speedy' words
    - ❑ 'Red' words (recorded in your child's reading diary)
  - Read the text
    - ❑ Accuracy
    - ❑ Fluency
    - ❑ Comprehension

# What does the Phonics Screening test look like?

The screening check takes approximately 6-9 minutes to administer per child and is done 1:1 with their teacher in a quiet room. It is very similar to the tasks that the children already complete during their daily phonic lessons.



Children are presented with a range of 'real words' and 'pseudo words' to sound out and read e.g.

in	ot 
at	vap 
beg	osk 
sum	ect 

To prevent confusion/'normalising' the word, the pseudo words are introduced as alien names. The children are asked to read the names of the aliens, and the pictures of the aliens are on the card.

- ▶ The children are given a **practise** set of 4 real words and 4 pseudo words to read before the check starts, so that they understand what they need to do.
- ▶ The children are told whether the word is a real word or an 'alien name' (also highlighted by the presence of alien pictures!) before they attempt them.
- ▶ The words start off easier (e.g. CVC structure) so that most children can access them. This makes it stress-free for the pupils.
- ▶ They are encouraged to **sound aloud and blend the word in order to read it**. If they do not blend the sounds (phonemes) together, they cannot be awarded the mark.

# Some examples from previous years

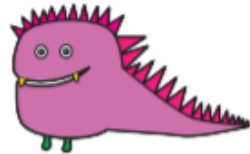
flisp



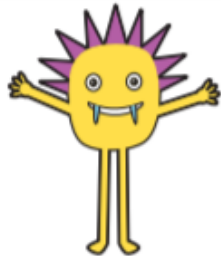
braint



scrid



splote



delay

modern

saucers

charming

- ▶ The pupil's final answer is the answer which is recorded. Accents are considered as the teacher will know your child and how they pronounce each sound, so do not worry!
- ▶ Your child's teacher will record their answers on a sheet which looks like this:

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
reb				var			
wup				slirt			
jub				weaf			
eps				pobe			
vuss				flisp			
quop				braint			
zook				scrid			
chack				splote			
skap				twice			
blorn				gloom			
meft				turn			
veems				mode			
chop				blast			
sing				groans			
dart				spray			
shock				strike			
flat				delay			
skill				modern			
gift				saucers			
coins				charming			
				Total correct			

We note down your child's attempt and analyse any common mistakes, so that we can fill any gaps in your child's understanding in future phonic lessons.

- ▶ The check is there to help us recognise any gaps in your child's phonic knowledge, and to show their fluency when reading and decoding words. We like to see it as a useful tool.

## Will I know if my child passed?

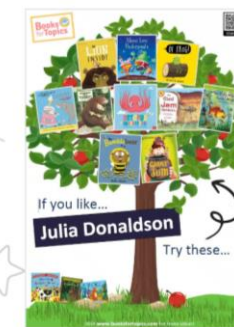
- ▶ Parents will be informed as to whether their child passed the screening check **in the summer**. We will not know a pass mark until it is released nationally in the summer, so cannot tell you before then.

# How can you help your child at home?

## Reading for pleasure

- ▶ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- ▶ As global learning company Pearson says, "Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background".
- ▶ Variety of texts & authors
- ▶ Library books
- ▶ Shared reading/ paired reading
- ▶ Audio books - Library apps/ tablets/ Tonies/ Yoto players

### Branching Out: Julia Donaldson



#### If you like Julia Donaldson, try these...

Julia Donaldson's books are firm favourites in many households and classrooms, with a number of her stories (like *The Gruffalo* and *Stick Man*) being considered modern classics. Working with different illustrators, Julia has written over 150 books and is best known for her easy-to-learn rhyming stories and memorable characters.

We've put together a list of **ten similar books for fans of Julia Donaldson**. Readers who love the rhyming pattern of Donaldson's stories might like to try *Aliens Love Underpants* or *The Fish Who Could Wish*. Children looking for more larger-than-life characters will enjoy the *Giant of Jum* or *The Bumblebear* - all about a bear desperate to fit in at bee school. For stories that are brilliant to join in with, we recommend *Where's My Teddy?* or the popular favourite *Di Frog*. If you're looking for a funny new story with a wildly imaginative premise, try *Octopus Shocktopus* or the timeless classic *The Giant Jam Sandwich*.

Browse the full list below of books for children looking for what to read next after Julia Donaldson...

[Download Printable Poster \(PDF\)](#)



# How can you help your child at home?

We will send home sounds and tricky words weekly for children to practise.

They can use these sounds and words in sentences.

If children have gaps in their phonic knowledge, we will provide them with a phonic pack to support their learning.

Please remember to log onto the children's Oxford Owl accounts to practice the books and quizzes which will be available. They enjoy showing what they have learnt in school to you at home.

Please do read a range of books at home with your child.

# Shared/ Paired Reading

'Only 32% of British children are read to daily by an adult'

'Most parents stop reading to their children by the age of eight.'

'Only 19% of 8-10 year olds have a book read to them daily by an adult.'

- ▶ An opportunity to read books that are above their reading age.
- ▶ Share your favourites - explore together
- ▶ Shared reading - can they read some/ you read some?
- ▶ Explore series & films together etc



**Any Questions?**

