

Reading Workshop for Year 1



What we will cover

- Introducing a book
- Decoding
 - Phonics
 - Tricky word recognition
 - Other strategies
- Fluency
- Comprehension
 - In the moment reading
 - After reading

Introducing a book

When first reading a book it is important to discuss:

- the title (locate and read)
- the author and illustrator (locate and read together)
- the blurb (locate and read)

Use the clues the children gather from this to discuss what you already know about the book and what you think you know.

- Is it a story book (fiction) or an information book (non-fiction)?
- Who is/are the character(s)?
- Any clues to where they are?
- What do think is going to happen?
- Do you think you will enjoy this book? Why/why not?

Also this is a time to discuss any tricky or challenging words they may encounter.











































Decoding

There are a number of ways to decode.

Main way at this age is by applying their phonic knowledge.

What is Phonics?

- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children have a 30 minute phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- There are approximately 40 different sounds.

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Phonics Screening Check

- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- The Phonics Screening Check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

What happens during the test?

- There are 40 words in the test.
- Each child will sit one to one and read the words aloud to the teacher.
- The test takes approximately 10 minutes per child although all children can complete the test at their own pace.
- The list of words that the children read is made up of a combination of 20 real words and 20 pseudo (nonsense) words.

Pseudo (nonsense) words

- The pseudo words will be shown to your child with a picture of an alien. This allows the child to know that it is a nonsense word and is not going to make sense.
- The pseudo words are included because they will be new to all pupils. They need to be sounded out and do not give an advantage to children with a good vocabulary knowledge or visual memory of words.



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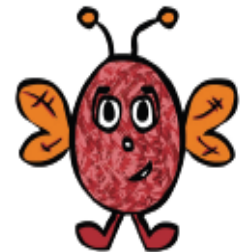
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When is the Screening taking place?

- The screening will take place throughout the week beginning **Monday 8th June**. It is very important your child is in school during this week.
- The children will complete the check one at a time in a quiet area of the school. I will conduct all of the screening checks with the children.

Reporting to Parents

- All schools are required to report the results of the Phonics Screening Test to parents by the end of the Summer Term. The results are sent home with the End of Year Report.
- This will confirm if the child has met the standard threshold.
- Children who do not achieve the expected standard will retake the test in Year 2.

How can you help?

- Identify the graphemes used within words in books. (Don't necessarily have to blend the word at this time, just simply find)

- Sound buttons

- Pairs games

- Dice games

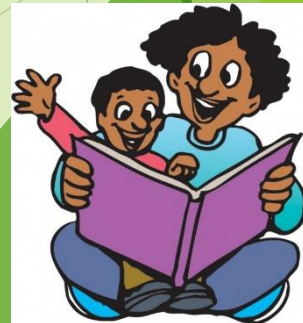
- Phonics games online/ Phonics apps on tablets.

I encourage children to take phonic tasks completed in school home to share.

<https://www.phonicsplay.co.uk/freeIndex.htm>

- Practise Phonics Screening Tests (will be sent nearer the time)

- Praise and Encouragement



Word recognition

Although it is important that all children have the ability to apply the required phonics knowledge, there are words that they will simply learn to recognise by sight.

This might be because the words appear frequently within a range of books and they learn to remember them and also some words are challenging and do not follow the regular sound patterns and will just need to be remembered.

By recalling words the children will be able to develop an appropriate fluency, pace and expression to their reading.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

How can you help?

- Look at tricky words and challenge words together (many books show these on the inside cover)
- Make flash cards of these words and practise. Hunt for them in the book before reading it. Hunt for them in other books, on signs, in magazines etc.
- Remind children that once they have learnt a word it is ok to just say it; don't need to blend it every time. Sometimes they just need to hear it is ok.



Other strategies

Reading Strategies

I can cut words up into syllables.



thun der ing



thundering

Contractions

I'm, he'll ...

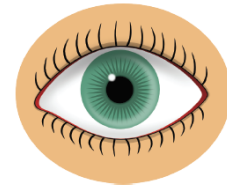
Knowing the apostrophe represents missing letters.

Reading Strategies

I look to see if the word looks similar to one I already know.



could

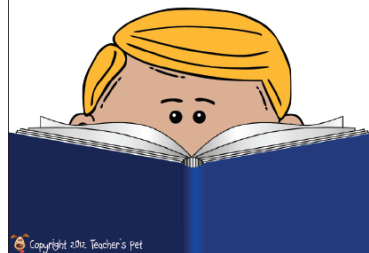


would

I should go and...

Reading Strategies

I look for smaller words hiding inside bigger words.



teacher

How can you help?

- Clap words to see how many syllables they have.
- Take an interest in new words you meet together and discuss what you notice about these.
- Model your thoughts explicitly.



Fluency

- Children need to re-read books in order to develop fluency.
 - Reading fluently involves reading at an appropriate pace and with appropriate expression.
 - Pace - natural talking speed.
 - Expression and volume
 - Phrasing - clauses or sentence units
 - Smoothness - without hesitations or breaks.
- Resolves difficulties quickly.

How can you help?

- Make sure books sent home and read multiple times (we advise three). As children become confident get them to focus upon fluency.
- Model how to read fluently to your child. Any book, any time.
- Children can benefit from hearing part of their book read to them fluently and then they attempt the same section straight after.
- It is fine for children to try something and decide it doesn't work so re-read. Something adults can model as well.



Comprehension - In the moment reading

As adults we do this automatically, without realising this is what we are doing.

We need to explicitly teach these skills to our children though.

In the moment of reading we...



Use background
knowledge



Predict or ask
questions



Visualise



Use inference



Notice meaning
breakdown...



...and repair it



Spot VIP words



...and put together
to build meaning

How can you help?

- Demonstrate your 'think alouds' when reading with your child.
- Be explicit with the strategy you are using.
- When your child shares their own 'think aloud' state what strategy they have applied.



Comprehension - After reading

This is when you would ask questions to your child about what they have read.

Children need to be able to interpret the question and the type of answer needed. They need to navigate the text and locate the relevant part. They then reflect upon this information and formulate their response.

Mostly at home these will be oral responses. In school they will need to begin to record their responses in writing.

1. Identify the question type.

2. Identify the key words.

3. Skim and scan the text. (At this stage could be recall if it will be the beginning, middle or end)

4. Think aloud as you read.

5. Formulate your response.

After the text – five types of questions

Reading text or teachers' questions can be categorised into the following:

1. Look back and find easier answers



The questions may look like:

- Where did Grandma live?
- When did Kate realise she was lost?
- What did Mala pack in her suitcase?
- Give two examples of how Alfie was kind to Gemma.
- Match the events to the year they happened.

2. Read and think more deeply like a detective.



These questions may look like:

- Why do you think Emma was surprised?
- What evidence suggests Billy was afraid?
- How can you tell Jed wanted to keep his present a secret?
- Abbie was waiting for the school bus with her friends. How old do you think Abbie is? Explain your thinking.
- No rain had fallen for years so the ground was parched. Give the meaning of the word parched in this sentence.

3. Connect important words, phrases and ideas to build meaning



These questions may look like

- Identify the three main ideas in paragraph two.
- Tourism in Spain has both positive and negative outcomes. Explain what these are.
- Summarise the main message of the poem.
- Number the events below to show the order in which they happened.
- Tick to show which statements are true about elephants and which are false.

4. Know what's in a writer's toolkit and explain what the tools do



The tools a writer might use are:

- Title / headings
- Introduction
- Captions
- Quotes and interviews
- Text type
- Glossary
- Alphabetical order
- Slogans
- Bullet points
- Use of past / present / future tenses

5. Notice an author's use of language and explain how it makes the reader think



Questions can be about a word, a phrase, a sentence or a whole text.

- They crossed the glassy surface of the lake. Write down two impressions this gives you of the water.
- The roads can be choked with traffic. What is the effect of the writer's sentence on the reader?
- How does the style of language in the comic differ from the language in the story?
- Look at the paragraph beginning: As I stepped... How does the writer make the garden seem dangerous?
- Look at the paragraph beginning: The migration begins... How does the writer emphasise the skills the birds have?

How can you help?

- Model answering questions to your child.
- Ask your child a range of questions.
- Need to make sure you spend quality time doing this with at least one of the books a week.
- Make sure children prove their response by backing up what the text says. (Still may use illustrations to support, but gradually less through the year)



Any Questions?



Let's put it into
practice!

