

Welcome to the Year 1 reading workshop



Teaching reading in school

- Children read every day in their phonics lesson.
- Weekly whole class reading comprehension / super sentences/ story telling.
- 1:1 reading with an adult at least once every two weeks



Special Friends

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

Year 1 Phonics Screening Check

flisp



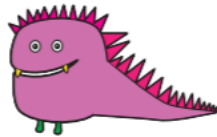
delay

braint



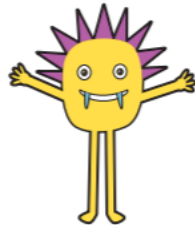
modern

scrid



saucers

splote

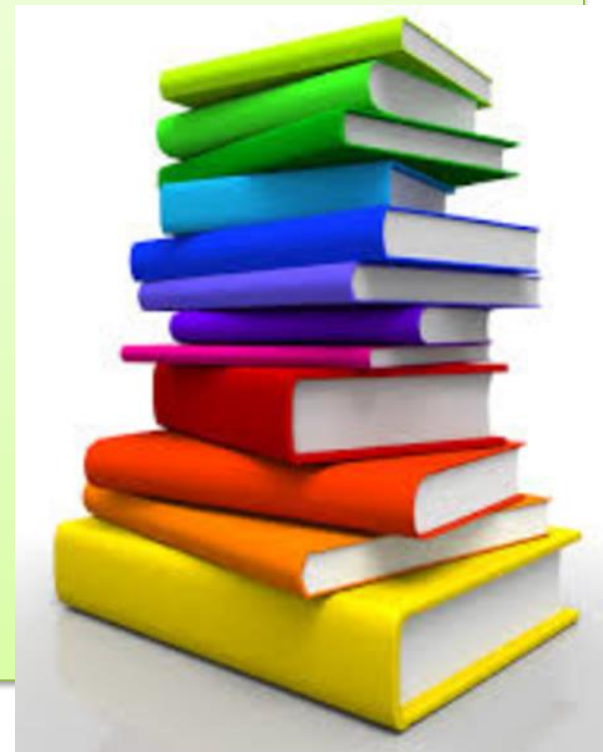


charming

Key Stage 1 Reading bands reading for pleasure books

Expected progress through
reading (reading for
pleasure) bands in Year 1

These colours are different
to the RWI paper books.



Pink

Dandelion/
Sails

Red

Double
Red

Yellow

Blue

Green

Double
Green

Orange

Orange /
Turquoise

Turquoise

Purple

Gold

White

Lime

Brown

Grey

Sharing Books

- Make it enjoyable!
- Follow the child's lead.
- Balance questions and comments
- Look for in-the-moment opportunities for conversation – driven by child interested.
- Elaborate on new words.
- Repeat the same books over and over.



Funded by



Department
for Education

English Hubs

Comprehension

who?

what?

when?

where?

why?

how?

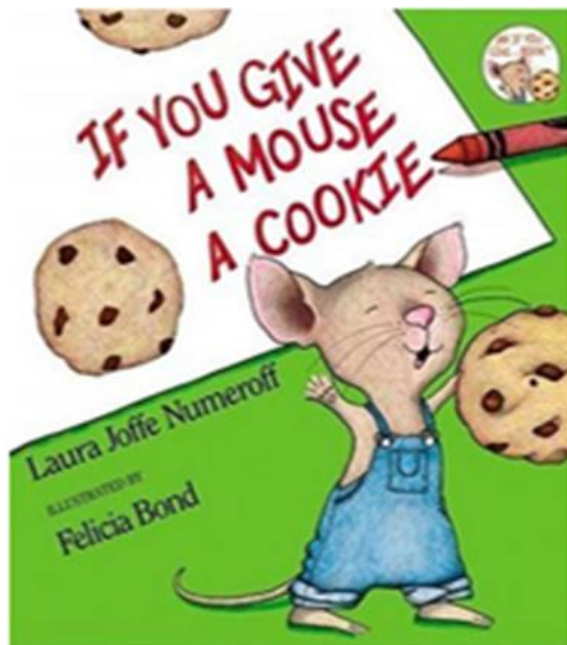
what if?

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Prediction



- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?





The baby **wailed** because he was hungry.

What does wailed mean? What other word could the author have used?

Academic Attainment & Employability



- Language at age 5 is the single most important factor in influencing **literacy** levels at age 11.
- Poor language at age five means you are **four times more likely to struggle with reading** at age 11.
- Children struggling in language development at 5 are:
 - **six times less likely to reach expected in English** at age 11,
 - and **eleven times less likely to achieve the expected in maths**.
- Early language skills at five are linked with **employment outcomes** at age 34.



Funded by



Department
for Education

English Hubs

Top Tips

- Discuss the pictures. This helps their contextual understanding.
- Make it fun - repetitive stories are great, read a wide variety of texts; stories, poems, information books, magazines, comics.
- Look at the features of the texts. Contents, diagrams, index, sentence starters.
- Read every day - books, signs, newspapers, leaflets whatever you can get your hands on!





Read age appropriate magazines and magazines

Read signs in the local environment



Share books with friends

Join local libraries

Enjoy reading with your child

Songs and rhymes



Read books from home

Interactive stories (internet)

Bed-time stories



Follow recipes together