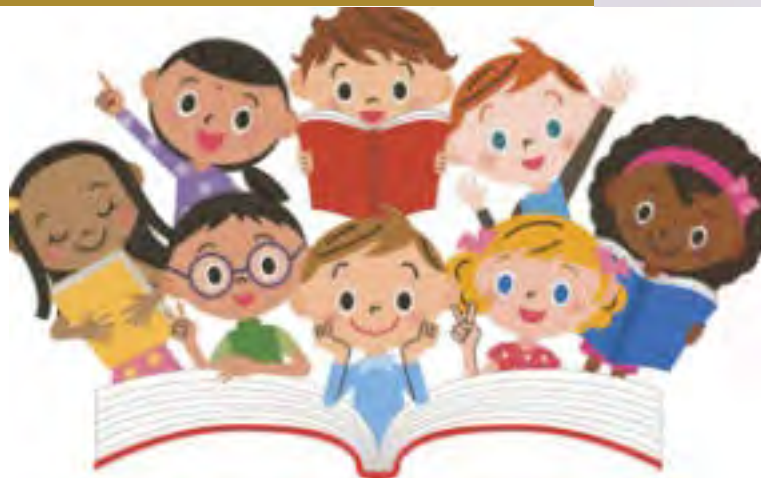


# Welcome to Reading in Year 1

INFORMATION MEETING FOR PARENTS AND CARERS



What does reading look  
like at Enfield Heights  
Academy?

At Enfield Heights Academy, our aim is for all our children to become fluent, confident readers who love reading!

Children who read regularly or who are read to regularly have the opportunity to open the doors to so many different worlds!

Reading will give your child the tools to become independent life-long learners.



How is phonics taught in  
Year 1 ?

The Read Write Inc programme helps all children learn to:

- read **fluently** and at **speed** so they can focus on developing their skills in comprehension, vocabulary, and spelling
- spell **effortlessly** so that they can put all their energy into composing what they write.

Children learn sounds in school which help them to read and write. They then practise these skills through reading 'Book Bag Books' at home which are specifically pitched to both consolidate learning and provide challenge in an engaging and fun way! This is what they look like.



# Year 1

In year 1 all children will continue to read words within books and write all of these. Daily phonics sessions in Year 1 last for **45 minutes**.

## Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

## Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

## Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

## Vowel sounds – stretchy

## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

mad	at
dad	sad
mat	sat



The children are taught **Set 2 Sounds** – the long vowels.

### Set 2 Sounds

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at the book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

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

ou



Shout it out

oy



Toy from a boy

Let me introduce you to Fred.



Fred can only speak in sounds. He says d-o-g, h-a-t etc.

Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog.

This is how we **quickly** teach **all of our children** to blend.



# Fred Talk

We want to help you understand how your child is learning to read words in *Read Write Inc.* Phonics by blending sounds together:

Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.

We use Fred Talk to help children read.



**Consonant sounds – stretchy**

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Remember that:

- Children need to know sounds – not letter names – to read words.
- We pronounce the sounds clearly, using pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds together to make words more easily.

**Consonant sounds – bouncy**

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

**Vowel sounds – bouncy**

a	e	i	o	u
---	---	---	---	---

**Vowel sounds – stretchy**

ay	ee	igh	ow
----	----	-----	----

**Vowel sounds – stretchy**

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

# Fred Talk routine

1. Say the word in sounds e.g. c-a-t.
  2. Ask the child to repeat.
- Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t. cat.
  4. Ask the child to repeat.



# Virtual Classroom Fred Games



# Fred talk throughout the day

- Shall we have some **l-u-n-ch** ?
- What would you like to **p-l-ay** ?
- Let's put on your **c-oa-t**.

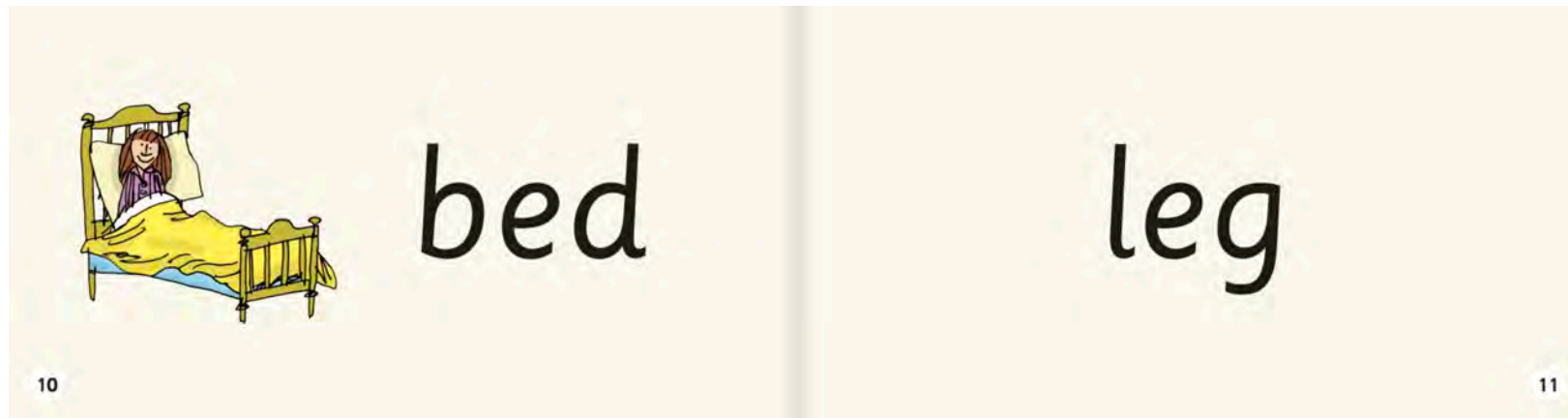


# Reading with Fred Talk

m a t

mat

# Sound blending books



# What can I do?

1. Speak like Fred throughout the day.
  2. Play Fred games.
  3. Use Fred Talk to read words.
- The sooner your child can orally blend, the sooner they will be able to read words.



# Fred games – in action



# Online resources available

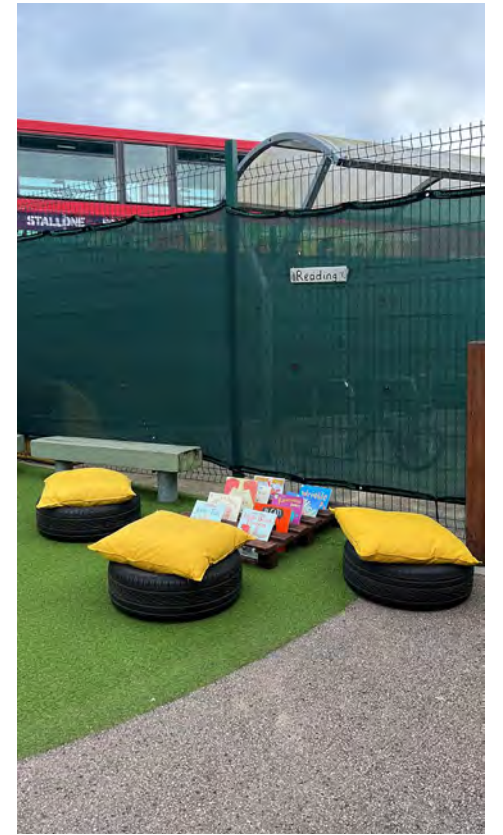
- Ruth Miskin Parents' Page:
  - <https://www.ruthmiskin.com/parents/>
- Ruth Miskin Facebook:
  - <https://www.facebook.com/miskin.education>
- Free e-books for home reading:
  - <http://www.oxfordowl.co.uk/Reading/>

How is reading taught in  
Year 1 ?

One of the first things you will notice in our KS1 classrooms, is that they are very language rich. There are words all around the environments and displays are clearly labelled.



The classrooms have a good selection of picture books in different genres for the children to look at.



There is also a 'listening station' in our Reception and KS1 library where children wear earphones and listen to stories whilst looking at the books.



# Guided Reading

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	TEACHER's GR group	Follow Up Task From Teacher's GR	Listening station	TA Reading <u>group</u>	Reading for pleasure
Group 2	Reading for pleasure	TEACHER's GR group	Follow Up Task From Teacher's GR	Listening station	TA Reading <u>group</u>
Group 3	TA Reading <u>group</u>	Reading for pleasure	TEACHER's GR group	Follow Up Task From Teacher's GR	Listening station
Group 4	Listening station	TA Reading <u>group</u>	Reading for pleasure	TEACHER's GR group	Follow Up Task From Teacher's GR
Group 5	Follow Up Task From Teacher's GR	Listening station	TA Reading <u>group</u>	Reading for pleasure	TEACHER's GR group

**AF1: Word reading:** Use a range of strategies, including **accurate decoding** of text, to read for meaning.

Can you use picture clues and initial sounds to work out unfamiliar words?

Can you blend sounds to read words?

Can you 'chunk' longer words?

Can you read on to the end of the sentence and work out what word would make sense?



**AF2: Literal Understanding:** understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.



Who?  
Characters

Where?  
Setting

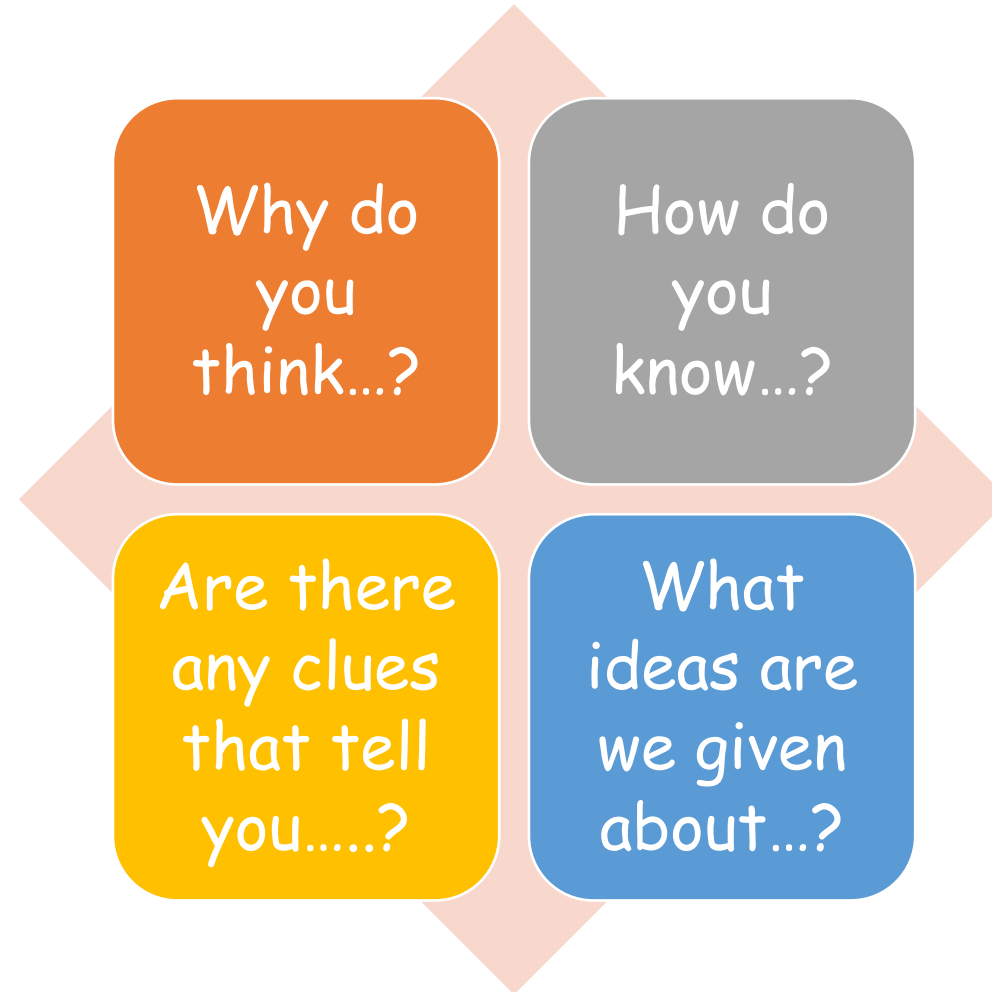
When?  
Time

What  
happened  
....?

Can you  
retell the  
story?

Which  
word told  
you that  
...?

**AF3: Inference and Deduction:** Deduce, infer or interpret information, events or ideas from texts.





All children will have a 'Reading Record Book' which they will bring home with their reading books. When your child brings these home, we ask you to write a **short comment** in them to confirm that you have read the book to or with your child.



Date	Book and Page Number	Remarks
4/2	<del>THE BIG BOX</del> Fetch	- Holly enjoys 'Fetch' - we really 'good' - Did well with the words he found 'the' + 'away' quite easy.
29/2	The Apple	
7/3	Who Is It?	Nearly there Holly. Can you learn 'the' and 'we' this week? Read + discussed book well. Did very well with her words - just 'he' - unsure sometimes.
12/3	"	Holly really enjoyed this work, she worked at words well. Did very well with this week's words too. Read through story v well.
14/3	SIX IN A ROW	Read + discussed the story really well. learnt most of the words - still need more practice on 'are'.
		Followed text well. Good girl



How can you support your  
child with reading at  
home?

# Home Reading



4

Children to bring home **four books**: a banded book and a book for pleasure as well as a phonics book and bookbag book.

**Banded books** -This is matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.

**Reading for pleasure** – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

### Reading book bands

Colour Band	Year group	RWI colours
Mauve	Reception	Red Ditty 1-5
Pink	Reception	Red Ditty 6-10
Red	Reception & Year 1	Green Purple
Yellow	Year 1	Pink
Dark Blue	Year 1	Orange
Dark Green	Year 1	Yellow
Orange	Year 1	Blue
Turquoise	Year 1&2	Grey
Purple	Year 2	
Gold	Year 2	
White	Year 2	
Lime	Year 2&3	

Brown	Year 3	
Light Purple	Year 3&4	
Grey	Year 4	
Light Blue	Year 4&5	
Maroon	Year 5	
Black	Year 5&6	
Fuchsia	Year 6	
Cream	Year 6	
Silver	Year 6	

# Your role

## Frequency of reading expectations



## Recording in reading record books

- **KS1** – Adults need to sign that they have read daily and can write a comment 2/3times a week.

How do we promote  
Reading for Pleasure?

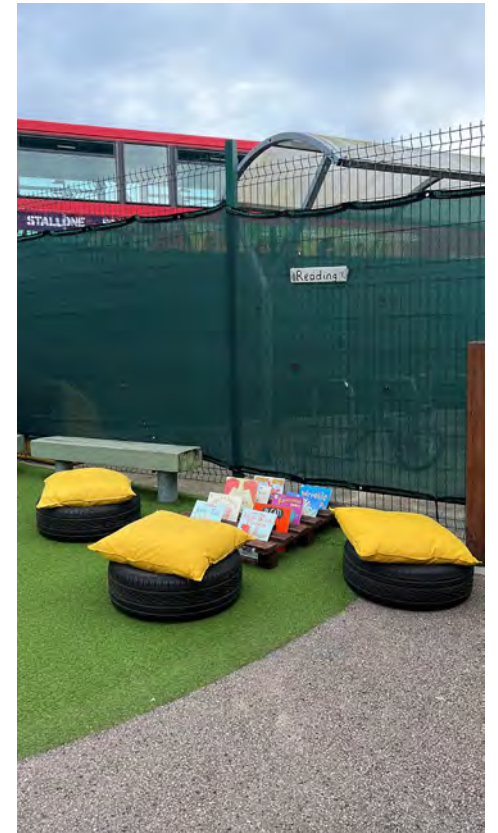
**Guided Reading** – two stations consist of a listening station and reading for pleasure station.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	TEACHER's GR group	Follow Up Task From Teacher's GR	Listening station	TA Reading group	Reading for pleasure
Group 2	Reading for pleasure	TEACHER's GR group	Follow Up Task From Teacher's GR	Listening station	TA Reading group
Group 3	TA Reading group	Reading for pleasure	TEACHER's GR group	Follow Up Task From Teacher's GR	Listening station
Group 4	Listening station	TA Reading group	Reading for pleasure	TEACHER's GR group	Follow Up Task From Teacher's GR
Group 5	Follow Up Task From Teacher's GR	Listening station	TA Reading group	Reading for pleasure	TEACHER's GR group

3.00pm -**Whole School Reading**



The classrooms have a **good selection of picture books** in different genres for the children to look at.



There is also a 'listening station' in our **KS1 library** where children wear earphones and listen to stories whilst looking at the books.



Remember that all children mature and learn at different rates.

Most children are well on their way to being confident readers by the end of Year 2.

Occasionally, some children will find reading difficult.

If you have any concerns, always talk to your child's class teacher first.

We will talk to you if we are concerned and if necessary, interventions will be set in place.



Thank you for coming.  
Any questions?

Please take hand-outs before you leave!