

# Library

I promise that this is true  
you know that I'm not lying  
but in the library down the road  
all the books are flying.



Round the room they fly  
looking for a place to land.  
Think of the book you love  
and the book will land in your hand.



*(Down behind the dustbin  
I met a dog called Sophie.  
She had won the FA Cup  
And was carrying the trophy.)*

Michael Rosen

'Children are surrounded with taboos, restrictions, regulations, timetables, conventions, orders, commands and the like. The world is not of their making. Within the confines of a book, chaos can erupt and for that moment the child can find relief from order: the world doesn't seem quite as fixed as usual.'

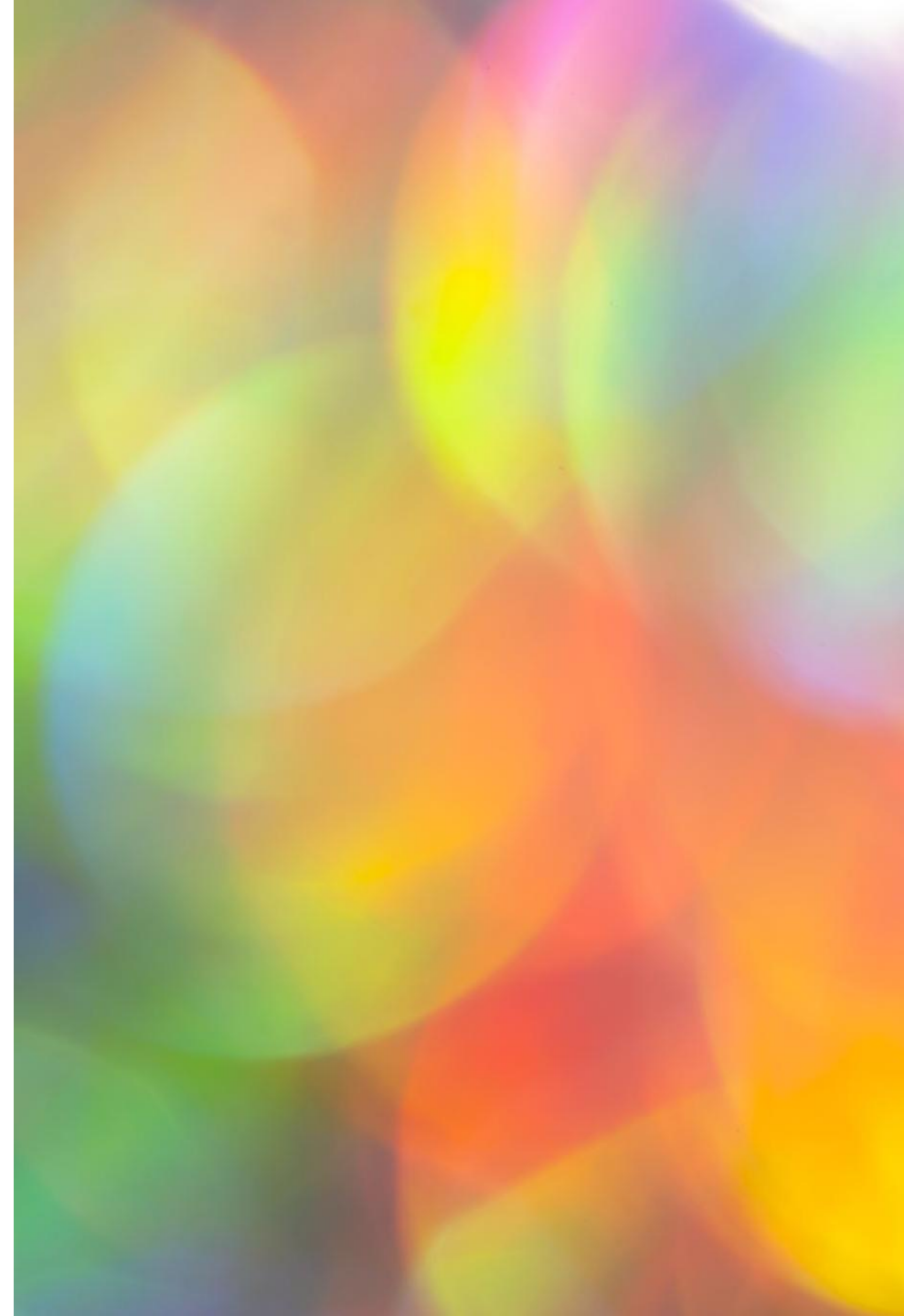
Malorie Blackman

'My most positive memories of learning to read are of being read to by my teacher. Every day we would have story time, in every classroom, and I loved it. It made me want to seek out stories for myself. The first book I recall reading alone was Enid Blyton's Mr Meddle's Muddles, and it made me laugh out loud. Most of all, though, it gave me an immense sense of reading achievement, and inspired me to explore more books and to create my own stories... which eventually led to me becoming a writer.'

# Reading in Year 1

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WELCOME!



# Reading in Year 1

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Today we will cover:

Curriculum

Reading in School

Phonics at Tetherdown

Reading at home

Reading with your child

Resources that you can use at home

# The Curriculum and Phonics for Year 1

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## Reading: word reading

- apply phonic knowledge to decode words
- Link sounds to letters speedily (alternative sounds)
- Read accurately by blending sounds in unfamiliar words
- read common exception words-note 'tricky' part
- read words with -s,-es,-ing-ed-er-est endings
- read words of more than 1 syllable - with taught letter sounds
- read aloud books that are consistent with their developing phonic knowledge.
- read words with contractions - I'm, I'll, we'll

## Writing: transcription

- spell many words containing 40+ phonemes by segmenting spoken words into phonemes and representing these by graphemes.
- spell many common exception words accurately/Days of the week
- use letter names for alternative spellings of same sound
- add prefixes and suffixes - un, -ing, -er, -ed, -est (where no change to root word is needed e.g helped, not hopped)

## Reading In School

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Daily Phonics Lesson

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Shared Reading

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Individual Reading

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Story Time

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Role Play

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Story Telling

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Author Visits

# Reading Books In School

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Every child will have 2 books per week:

- ❑ 1 book will be given to them from the Read, write, inc scheme
- ❑ 1 will be chosen by them from their colour book band
- ❑ Both books are changed every week
- ❑ Their reading book band will be reviewed regularly and their RWI level will be formally assessed termly but could be moved before then on teacher discretion



# Phonics

...the link between the written language and the spoken language and how to use these correspondences to read and spell words.

It is a government expectation that we teach reading through a phonics scheme

As a school, we use the Read, Write, Inc scheme and this is used throughout the school but taught daily in reception to year 2

# Daily Phonic Lessons

- ❑ Set 1 to set 3
- ❑ Year 1 expectations: Set 2 and 3
- ❑ What do we teach:
  - Phonetic sounds
  - Spelling choices
  - CEW (red words)



# Phonetic Sounds

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There are 26 letters in the alphabet but the English language has 44 different sounds.

Each letter of the alphabet corresponds to a sound but you can also combine different letters to make additional sounds and some sounds can be spelt in more than one way!

To help our children to recognise the sound and then choose the correct spelling for that sound, we use sound charts like these which are in every classroom

f	l	m	n	r	s	v	z	sh	tn	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					

sat  
dress  
horse  
circle  
piece

# Spelling Choices

# Common Exception Words

In some English words, the spelling of the word doesn't appear to fit with the phonemes that children have been taught so far. These words are taught as whole words rather than as a combination of sounds.

We call these common exception words - red words - for example:

Go, said, he, was

# Terminology

**Phoneme** the smallest unit of sound a letter makes (44 in the English language)

**Grapheme** the written representation of the sound (1, 2, 3 or 4 letters)

cat   bird, knight

**Blending** (sounding out) creating words by joining the phonemes (sounds)

**Segmenting** breaking down words into their component phonemes to spell.

# Terminology

## Fred talk

*sounding out words out loud*

## Fred in your head

*sounding out words in your head rather than out loud. This helps develop reading fluency and comprehension.*

# Terminology

## Special Friends:

**Digraphs** *two letters that make one sound*  
*oa = float, ch = chip*

**Trigraphs** *three letters that make one sound*  
*igh = tight, ear = beard*

**Split digraphs** *two letters that make one sound but have a letter separating them*

*o-e = alone a-e = snake*

# Year 1 Phonics Screening Check

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blan



steck



hild



The Year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

It will be held across several days in the week beginning the 12th June 2023

The check will be done by the child's class teacher, one to one and it will assess if a child can:

- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words which are referred to as pseudo words.

# Tips For Reading At Home

What? – newspapers, shopping lists, library books

Where? – read on long journeys, read outside, and get into routines whether that is always at bed time, always with a relative or travelling

Model – you read, talk about books you enjoy now and you enjoyed as a child

Audio books, with the book – allows for repetition, children can access books they can't read independently yet

Immersive reader

Make it fun: Taking it in turns: sentence by sentence or word by word. Let your child pick three words that they will always read and you read the rest. Use silly voices. Miss pages out – do they notice? Repeat sentences – do they notice the mistake?

Subtitles



# How To Read With Your Child

Choose a focus:

1. Decoding – Focus on the phonemes, tri-graphs, split di-graphs, segmenting and blending. (Use the initial sounds and words at the front of the book if it is a Read, Write, Inc book)
2. Expression – Point out italics, speech, voices, read to engage the listener
3. Comprehension – Vocabulary, inference, prediction and retrieval

## Resources To Access At Home

Audiobooks - audible

Immersive reader

[Phonicsplay.co.uk](https://www.phonicsplay.co.uk)

Read, Write, Inc videos at  
home

# E-books and audiobooks through your library card

Do you have a library card?

These websites and apps have free e-books or audiobooks for families. These can be accessed for free through your library card.



If you are not a member of your local library and live in Haringey, you can sign up on this website to join

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