

# Year One Parent Meeting



2022/23

# Dimensions of reading

- Language comprehension
- Word reading



# Language comprehension

Develops when we share books with children. What happens in the early stages makes huge impact. Research shows strong oral language skills are linked to later reading ability.

- Share and talk about a range of books
- Back and forth talk is crucial and this is where the best language learning takes place. This is known as 'sticky learning'.
- Elevated talk when sharing books- builds vocabulary, develops comprehension and fosters a love of books.
- Aim to get children to choose to read for pleasure.
- **Share books as much as possible.**



# Word Reading

## Expectations by the end of Year One

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading



# Reading Comprehension

## Expectations by the end of Year One

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them



# Reading

How do we achieve these expected expectations:

Phonics programme – Bug Club

Daily 30 mins phonics lessons

Reading time - daily 30 mins

Additional small group 1:1 support, if needed.

\*Very important to try and keep up with phonics scheme and not to need additional support or interventions so home support is crucial and teachers may ask for support with specific areas.



# Strategies in Phonics Teaching

- Oral skills- blending, segmenting, rhyming and initial sounds
- Single sound recognition- using these to read and write words and captions
- Common exception words
- Digraphs and trigraphs

\*Children need to encounter words many times before we commit to memory so repetition and practice is important.



# Phonics Screening Check

- The Phonics Screening Check will be delivered the week commencing Monday the 12th June.
- Please be aware of this date and ensure children attend school this week.
- Every child will complete the phonics screening check.
- Parents will be informed in the end of year report if their child has met or not met the expected standard.
- Children who have not met the expected standard will receive phonics intervention during year two and will resit the check again at the end of next year.

## What does the phonics screening check look like?

- 40 words to read
- 20 real words/ 20 nonsense (alien) words
- Covers only digraphs/trigraphs taught in school
- Pass mark is 32/40
- Delivered by Mrs Macdonald
- No time restrictions given to complete the check





Section 2

brend



throst



stret



spraw



label

vanish

blossom

thankful



Four weeks prior to the test, you will receive the following QR codes. The QR code will take you to a practice test for you to complete with your child.

