Year 1 January 2017

Reading

Setting the tone and when to read?
• Choosing the right time - individual to each child - often tired at night
• Set a reading tone - Quiet / TV off - perhaps use a favourite cartoon as a reward for reading?
• Little and Often according to age: Make it a positive experience i.e. if it’s not happening and the child really isn’t interested don’t force it!

What are the kids learning/using in school?
• All at very different stages and abilities. Initially we’d be looking at attempting to blend to read i.e. putting common sounds together to form words c-a-t ‘cat’. This takes a lot of effort on the children’s behalf. It might not seem fluent but these are the early reading skills and they will get much quicker better through the year.
• Using the ‘Fun with phonics’ reading scheme.
• Not the best books in the world in terms of stories, but fantastic and recommended for phonic development. Children will be on these for a relatively short period of time before moving onto appropriate colour band books.

Be enthusiastic about the ‘Fun with Phonics books’ 😊

Strategies for home
• Importance of practice, repeating and gaining confidence/success.
• Allow them to read → Re-read it with them or back to them
• Look at the pictures + discuss what’s happening (it may help[ with identifying the words).
• Be REALLY positive: they will have tried so hard just to get the words correct.

Reading Records & Reading around us
• Just a reminder to make a note to help us in school
• Vary who they read with (or not if it’s more positive).
• Please feel free to read ANYTHING inc road signs, internet, TV ads... finish with a bed time story!
Phonics

The English language is hard!!! 3 to/too/twos, 2 there/their, silent k’s, oi and oy’s etc etc.

The primary approach we use in school:
- The relationship between the sounds and the letters used. To know that the phoneme (sound) ’ch’ is represented by the grapheme (what it looks like) c & h together.
- Phoneme frames / ICT - Joining sounds
- Handwriting - helps to recognise sounds to letters - joined up

The different phases
- Phase 2 - common / initial letter sounds of the alphabet (mainly reception)
- Phase 3 - Less common letter sounds - z, y, x, j and the initial digraphs (two letters together to make a sound) sh, ch, th, ng, ai, ow, oo.
- Phase 4 - Consolidation of digraphs i.e ’ai’
  P3 - rain room
  P4 - drain broom
- Phase 5 (generally further up the school) where it starts to get more complex.
  Alternative spellings for sounds e.g.
  ’ai’ and ’a_e’ rain and blame

Mnemonic and memory joggers

I go home - igh sound
Elephants and Rabbits - ear sound

Any Questions / issues etc

Thank you!