

WELCOME!

Year 1 Parent Workshop

Session

This workshop will cover how to help with:

- Phonics
- Reading
- Writing
- Maths

What is Phonics?

- There are 26 letters in the alphabet but these can be combined to make over 40 phonemes (sounds), which can be confusing:
- c- cat
- c – cell
- oy-boy
- oi- boil
- During FS and year 1, children are taught how to blend sounds together to make words when reading.
- They are also taught to segment words into sounds to help with spelling.
- One session a day.
- 20 minute session am.
- Children revise phase 3 and 4 phonics at the start of year 1 then move on to phase 5 digraphs.

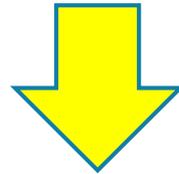
Lesson structure

Actions for phonemes
<https://www.youtube.com/watch?v=74klrFdOaPw>

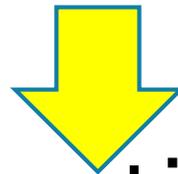
Repetition

Rhymes for
formation

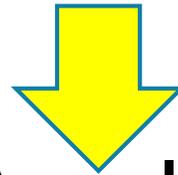
Revisit and review



Teach



Practise



Apply

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body around his head and down his leg</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maizie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earing, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>

<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

What is a CVC word?



Vocabulary

grapheme

The letters that represent a sound.

phoneme

The sound that a letter/letters make.

digraph

Two letters that make one sound e.g. sh

trigraph

Three letters that make one sound e.g. igh

blend

The way sounds join together to make a word- to read

segment

Breaking up a word into its sounds- to spell.

Phase 5

Duration: Whole of Year 1

New digraphs:

ay ou ie ea oy ir ue aw ph ew
oe au

New split digraph:

A split digraph is where the children learn that the 'e' on the end causes the initial vowel to make the longer vowel sound.

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

The Year 1 Phonics Check

In June, all year 1 children are expected to complete the year 1 phonics screening check.

The aim is to check that a child is making progress in phonics. They are expected to blend and segment in order to read a mixture of real words and 'pseudo' words.

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

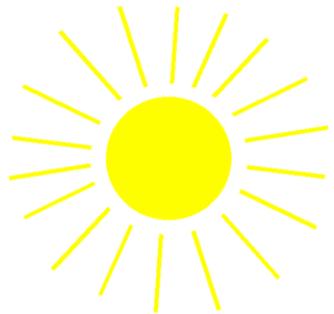
For example:

morp m or p
Cairn c airn

Phase 5

How can you help at home?

- Simple flashcards/ magnetic alphabet letters, or post it notes- looking out for graphemes in the environment and practising the phoneme.
- Play games e.g. I spy something beginning with... OR I spy a 'c-a-t' to encourage oral blending. 'Mystery Bag' of objects- Children can then pick out the 'dog/ cat/hat' etc and give the initial sound or attempt to spell the word, if it is a CVC word.
- Help your child to apply their phonic knowledge by guiding them and listening to them read their school book- using correct terminology, actions etc to reinforce learning at school
- Lots of sharing of books (repetition of exposure is very effective) and opportunities to write/mark make. Different pens and post its are always a winner!
- No pressure- keep it fun. Take turns-Silly voices. My turn-your turn
- Practice reading real and pseudo words.



Reading



Why the focus on comprehension???

Comprehension is the ability to understand.

Ron is a girl. She went to the park. She went to play football.

1. Who is Ron?
2. Where did she go?
3. Why did she go to the park?
4. Who will Ron play with?

1. Read to decode
2. Read for fluency
3. Read to comprehend

Reading Expectations by the end of Year 1

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- Read words with the endings -s, -es, -ing, -ed and -est.
- Read words of more than one syllable which contain GPCs known.
- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- Read some phonically-decodable books, closely matched to phonic knowledge.
- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Comprehension

Sufficient evidence shows the ability to...

- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- Link what they read to their own experiences.
- Recognise and join in with predictable phrases in poems and stories.
- Appreciate some rhymes and poems; recite some by heart.
- Discuss the meanings of new words, linking them to words already known.
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- Talk about the significance of the title and events.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- Participate in discussion about what is read to them, taking turns and listening to others.
- Explain clearly their understanding of what is read to them.

Reading

How can you help at home?

- Read regularly at home with your child. This includes them reading to you and you reading to them.
- QUESTION, QUESTION, QUESTION!
- Bug club has lots of reading and comprehension opportunities.
- No pressure- keep it fun. Take turns-Silly voices
- Read a variety of texts including newspapers, recipe books, plays, signs, etc.

Asking good questions



1. Simple retrieval- What is the dog called?
2. Using clues- How do you know Sam is Sad?
3. Using own opinions/ideas- Would you like to be Max's friend? Why/why not?
4. Predictions- what do you think might happen?
5. Understanding vocab- What do you think x means?

Writing Expectations by the end of Year 1

- Compose a simple sentence
- Sequence sentences
- Reread to check
- Capital letter to start a sentence
- Full stop to end a sentence (NOT A LINE!)
- Conjunctions such as 'and' 'because'
- Capital letters for names of people, places and days of the week and for I
- Spell words using phonics with increasing accuracy
- Spell the Year 1 Common Exception Words
- Use 's' or 'es' for nouns
- Use the suffix 'ing', 'ed', 'er' and 'est
- Use the prefix 'un'
- Form lower case letters correctly
- Separate words with spaces
- Form capital letters correctly
- Sit correctly at a table and hold a pencil comfortably

Maths Expectations by the end of Year 1

Number and Place Value

Sufficient evidence shows the ability to:

- ❑ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- ❑ Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.
- ❑ Given a number, identify 1 more and 1 less.
- ❑ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- ❑ Read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

Sufficient evidence shows the ability to:

- ❑ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- ❑ Represent and use number bonds and related subtraction facts within 20.
- ❑ Add and subtract one-digit and two-digit numbers to 20, including 0.
- ❑ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.