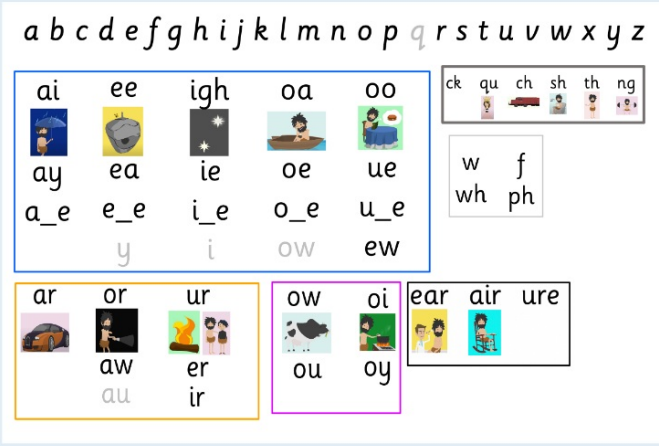
Reading

At school, reading is an integral part of our day. We have 4 reading lessons a week as well as a dedicated time for reading a story at the end of the day.

Reading should be a pleasurable, shared activity. Little and often works best when reading the phonetically decodable 'learning to read' books and bedtime is a lovely, relaxing time to read a story to your child.

Phonics

Children learn to read by decoding words using phonics. In Reception, children learnt phase 2 and phase 3 phonics to help them read phonetically decodable books. In Year One we are learning alternative graphemes (phase 5 sounds). You will have seen the sounds we learnt each week on SeeSaw.



Children also learn tricky words to support them to read words that are not phonetically decodable.

DSR

(Daily Supported Reading)

Children are reading words containing diagraphs/ trigraphs

Same book at school and home to build fluency

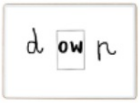
Little and often

Gradual release of responsibility

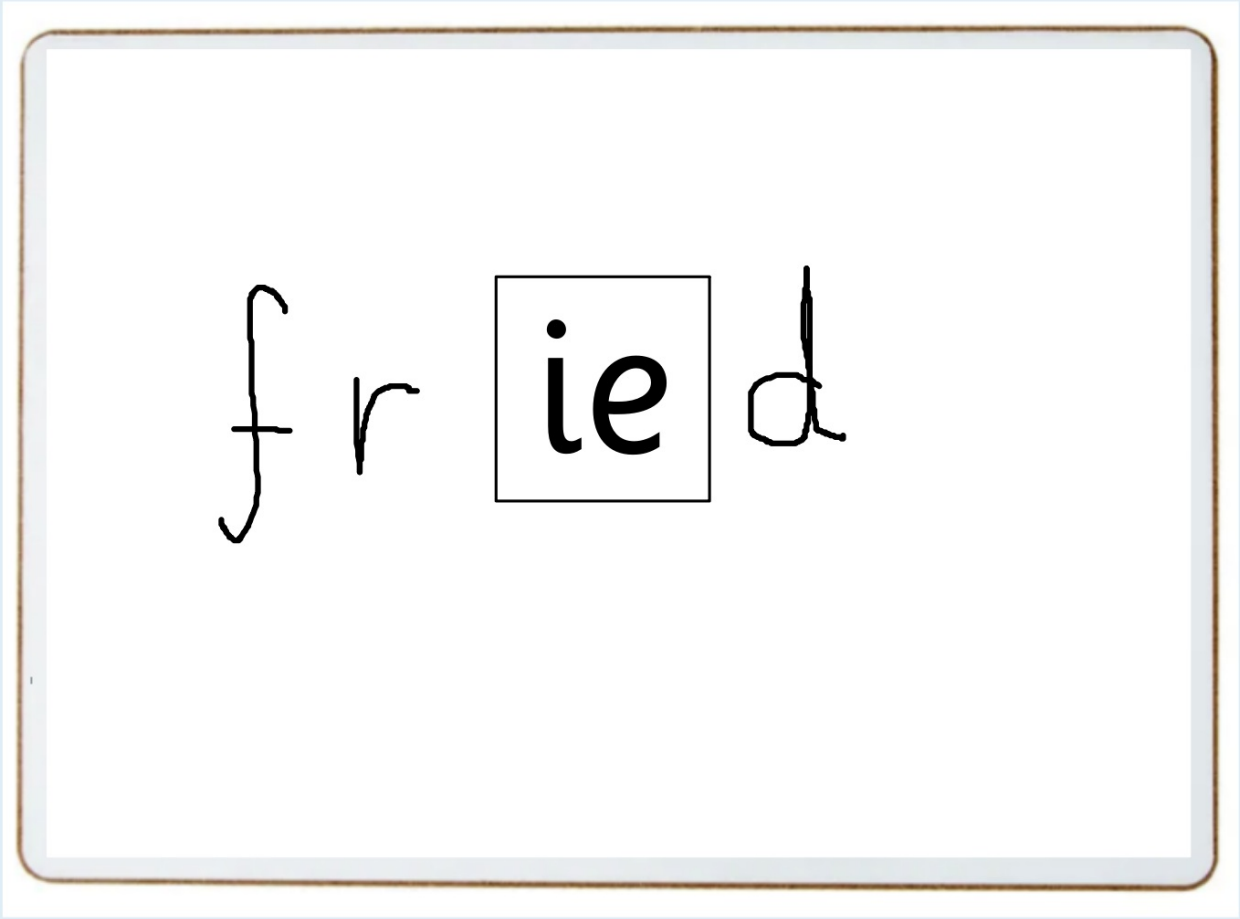
Script and systematic approach

Monday		REVISE PHONICS - Read the GPCs flashcards and the tricky words from the weekly group guide.
		INTRODUCE THE TEXT - *"In this book,...Let's read the story to find out more!"* - Read the text to the children, holding the book for them to see.
		INDEPENDENT READING - Give out one book to each child and share the focussed teaching points. - Start with the first page, "can you find the word ___." From the group guide. - Can you read the sentence with me (altogether chorally). - Have a go reading the next page in a whisper voice.

On a Monday, our DSR adult practise selected phonics sounds and decoable words, alongside tricky words. They then read the story to their group. This is too ensure children understand what they are reading, before having a go.

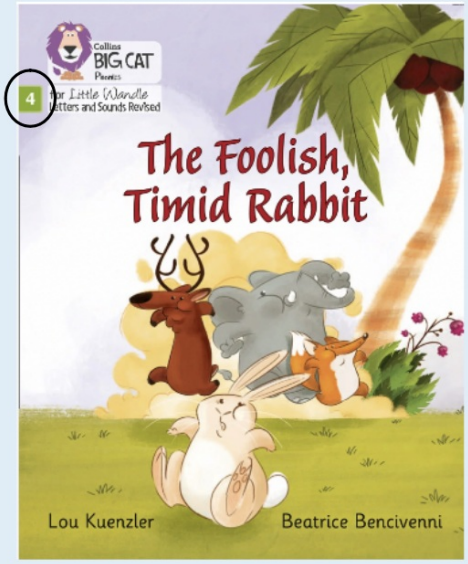
Tuesday & Wednesday		REVISE PHONICS - Re-read GPC flashcards for the week (see group guide) and build key words on the whiteboard with the flashcards and writing the other letters around it. - Choose one of the key words from the group guide, flick through the book to find the sentence that contains it. Adult to read the sentence to the group e.g. *"Find where the story says 'Rockets zoom higher than the skies and rescues us from the beasts out there.". Children find the sentence and finger frame it. "Find the word 'rescue'" (key word from group guide). Sound the word out together and then read the sentence.* On Wednesday repeat the activity with a new key word and a sentence containing it.
		INDEPENDENT READING - Give out one book to each child and share the focussed teaching points. - Each child reads the book at the same time repeatedly until you signal stop. Listen to each child in turn - praise and support linked to their phase (see reverse). *Support: If a child is rushing to finish, remind them "now is reading time, we keep reading for 5 minutes", if they finish they re-read the book. If children are off task, stay with the child you are currently listening to but tap the table, or give children on task a tick/point with a whiteboard pen on the table, which will encourage on task behaviour.*

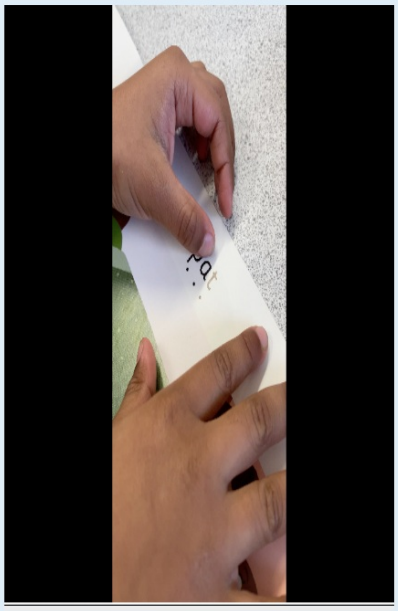
On a Tuesday and Wednesday we continue to build and read key words. Children have an opportunity to flick through the book and find a sentence containing that word before reading independently.At home this may go over 3 or 4 days.


f r ie d

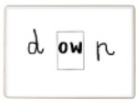
ıse 2 reader ı learning to blend them ıer to read the word, ~~e.g.~~ s-a-t = sat	phase 3 reader I am learning to use my finger to point under each word as I read it.	phase 4 reader I am learning to use my eyes to read words and only my finger if I get stuck.	phase I am learning to read fast and smooth.

If I get stuck, let me try on my own first by saying: "almost…" or "nearly" or "Check this bit…"





Tuesday & Wednesday



REVISE PHONICS

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- Choose one of the key words from the group guide, flick through the book to find the sentence that contains it. Adult to read the sentence to the group e.g. *"Find where the story says 'Rockets zoom higher than the skies and rescues us from the beasts out there.". Children find the sentence and finger frame it. "Find the word 'rescue'" (key word from group guide). Sound the word out together and then read the sentence.*

On Wednesday repeat the activity with a new key word and a sentence containing it.

INDEPENDENT READING

- Give out one book to each child and share the focussed teaching points.
- Each child reads the book at the same time repeatedly until you signal stop. Listen to each child in turn - praise and support linked to their phase (see reverse).

Support: If a child is rushing to finish, remind them "now is reading time, we keep reading for 5 minutes", if they finish they re-read the book. If children are off task, stay with the child you are currently listening to but tap the table, or give children on task a tick/point with a whiteboard pen on the table, which will encourage on task behaviour.

I am a...	phase 2 reader	phase 3 reader	phase 4 reader	phase 5 reader
	I am learning to blend them together to read the word, e.g. s-a-t = sat	I am learning to use my finger to point under each word as I read it.	I am learning to use my eyes to read words and only my finger if I get stuck.	I am learning to read fast and smooth.

If I get stuck, let me try on my own first by saying: "almost..." or "nearly" or "Check this bit..."

Thursday	 *Depending on the group's confidence. You may spend Thursday reading 1:1 still.*	BOOK TALK & LANGUAGE COMPREHENSION - Choose one or two of the words from the inside cover of the book e.g. *"Look through the book and find the part where it says: 'They prowl around the deep blue sea, and hunt for food.'... Can you show me 'prowl'?"* - Act out and discuss the meaning. *Show me ...tap/slump/prowl.* - Talk about the book with the children and answer the comprehension questions in the back of the book, showing thumbs up to answer a question rather than calling out/hands up.

Our aim is for the children to be secure with their book by day 4 (Thursday). If this is the case, we can use the comprehension questions in the book to check for understanding.

Reading at home

Learning to read is a challenging task so little and often is best.

We recommend up to 10 minutes a day and this can be a mix of you and them reading, e.g. taking it in turns to read a page each or find words on a page.

You don't need to record every time you read - one or two notes over the week is plenty to let us know how your child has got on with the book.

Book changing is on a Monday and this is when we will check the Reading Record.

I am a phase 2 reader

Teaching points:

- Recognising and saying the sounds that letters make.
- Blending the sounds in a word together to read the word, e.g. s-a-t...sat.

Please praise me when I do these skills!

If I get stuck, let me try on my own first by saying:

- "Almost..." "Nearly..."
- Sound out the word 3 times for me to see if I can hear the sounds and blend it together.

I am a phase 3 reader

Teaching points:

- Pointing under each word and making what I read match the print.
- Going back if I think something is wrong.

Please praise me when I do these skills!

If I get stuck, let me try on my own first by saying:

- "Almost..." "Nearly..."
- "Slow check/reread this bit..."
- "Read that again to see if you are right."

I am a phase 4 reader

Teaching points:

- Using my eyes to read the words and only my finger if I get stuck.
- Going back if I think something is wrong.

Please praise me when I do these skills!

If I get stuck, let me try on my own first by saying:

- "Almost..." "Nearly..."
- "Slow check/reread this bit..."
- "Read that again to see if you are right."

I am a phase 5 reader

Teaching points:

- Listen to myself read. Reading fast and smooth.
- Thinking about the text as I read it.
- Going back if I think something is wrong.

Please praise me when I do these skills!

If I get stuck, let me try on my own first by saying:

- "Almost..." "Nearly..."
- "Slow check/reread this bit..."
- "Read that again to see if you are right."

Quick Tips!

- Short and frequent sessions are more beneficial.
The children should not be expected to finish the whole book on the first day.

- Pick times that lends itself to focussed reading. At this stage, children are having to put in lots of effort to read.

- Model the skills to your child.

- Keep it fun! Take turns, hunt for words, try to gain more points than yesterday.

c d e f g h i j k l m n o p q r s t u v w x y z

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ea	ie	oe	ue
e_e	i_e	o_e	u_e
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Handwriting at Ashmead – supporting your **Year 1**

In Year 1, we focus on becoming fluent in forming the shape o words and positioning letters in relation to the base line. Wh shape, space and sitting, they move onto the size of letters.

Shape Reception & KS1	Space KS1	Si
Once a child is ready to write, the first important task is to learn how to form the letters correctly – best taught as a motor skill – and in families. Children learn best by watching the letters being made and hearing a simple patter and then having a go themselves in developmentally appropriate ways then using pencils. litujy rbnhmkp • cadogesqf zvwx	Children need to understand that spaces need to be left between words so they can be easily read – about the size of 1 or 2 letter 'o's. Lolly sticks make good spacers for beginner writers.	Once secur letter they n where them the

Shape: *At Ashmead we use the Sassoon Penpals font to form our let of the Ashmead website. Your child can use these to copy the correct families'; the long-legged giraffes; the curly-caterpillars; the one-armed*

litujy cadogesqf

Size: *We teach the size of letters in relation to the base line by imaginaning the tallest letters are in the sky, the medium letters are in the grass, and the letters that go under the line are in the soil. This can help children understand the sizing of each letter:*

The quick over the

Pencil grip: *We use a dynamic tripod grasp, with the pencil held b thumb and index finger with the middle finger supporting.*

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