

Remember...

- Automatic reading of all words – decodable and tricky – is the ultimate goal for reading
- Phonics is the step up to word recognition – it is NOT what reading is all about. Children may be completely fluent decoders whilst still needing to work on comprehension and understanding of language.
- Writing words correctly so that others can understand our writing – is the ultimate goal for spelling

Key learning this term

Consolidate past learning

Learn alternative spellings of phonemes for spelling

Consolidate spelling of tricky and common exception words

Adding suffixes and prefixes

Spell the days of the week and compound words

Alternative Spellings for reading and writing

The children will continue to learn that some phonemes can be spelt in different ways.
These are called **alternative spellings**.

e.g.

ow (cow) can be **ou** (sound)

oi (boil) can be **oy** (toy)

ear (hear) can be **eer, ere** (peer, here)

air (hair) can be **are , ear** (care, pear)

oo (zoo) can be **ew, ue, u-e** (chew, clue, tune)

j (jam) can be **ge,g,dge** (age, giant, edge, magic)

m (farm) can be **mb** (lamb)

Adding Suffixes and Prefixes

Root word: a basic word to which a suffix or prefix can be added e.g. In the word **jumping**, 'jump' is the root word and 'ing' is the suffix

Suffix: a letter or group of letters that go on the end of a word and change the words meaning e.g. jump- jumping

Prefix: a letter or group of letters that go on the start of a word and change the words meaning e.g. happy- unhappy

Adding Suffixes

Add the suffix **-er** **-est**

(where there is no change to the root word):

hunt -> hunter

quick-> quickest

buzz -> buzzer

grand -> grandest

Adding Prefixes

Add the prefix **-un** (where there is no change to the root word):

happy -> **un**happy

lock -> **un**lock

load -> **un**load

Spelling Compound Words

- These are words that are made up of 2 or more shorter words which when put together have a new meaning.
- For example:
 - foot + ball -> football
 - play + ground -> playground
 - bed + room -> bedroom
 - black+ berry -> blackberry

Spelling Days of the Week

- This term, we will also learn to spell the days of the week:
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Sunday

Tricky, High Frequency and Common Exception Words

- These are words that children encounter most in their independent reading and writing.
- They need to build up a sight vocabulary of these words.
- This will **significantly** help the fluency of their reading and writing .

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Phonic Screening Test

This is statutory and takes place in June for all Year 1 children.

The children read 40 fully decodable words to a known adult.

There is a mixture of real and non-real words.

Every school must report back to parents on whether their child has reached the threshold score or not.

Partnered Reading

Session 1

Sound, word and vocabulary check

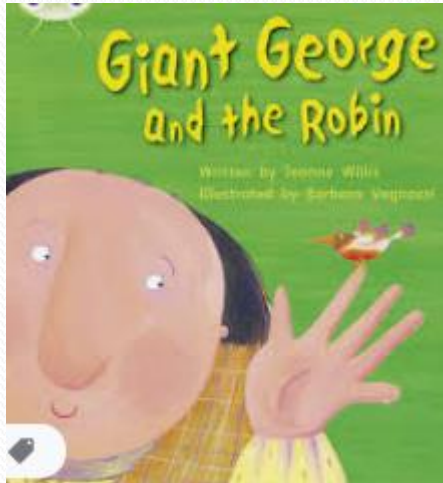
Decode - read

Session 2

Fluency

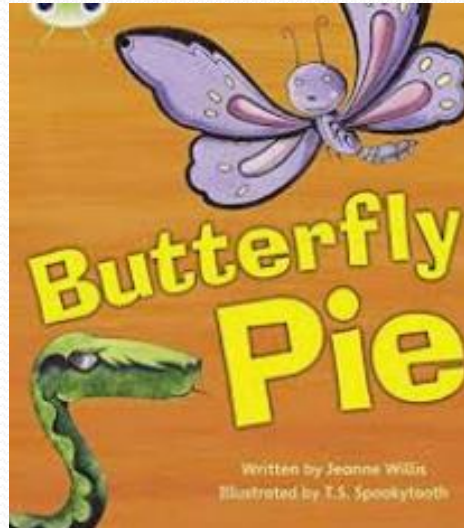
Session 3

Comprehension



Home reading books

- Phonically decodable
 - Daily reading
 - Rereading



Active Learn :Bug Club

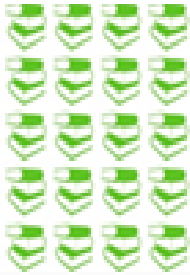


- Books at the appropriate level for your child to read.



Reading at Home

- Sit somewhere comfortable.....snuggle up!
- No distractions
- Try to establish a routinefind a good time for your child
- Allow your child time to sound out and blend.....pause, prompt, praise
- Tell your child a word if need be
- Encourage your child to follow the words with their finger.
- Read a sentence back to your child to ensure meaning is maintained.
- Know your child..... a few pages at this early stage may be enough.
- Talk about the books....likes/dislikes, relate you own experiences
- Explore vocabulary
- ENJOY !
- *Many children go through a period of not wanting to readdon't panic ! Usually it's tiredness. Speak to your class teacher if it is a concern.*

Why read for 20 minutes at home?

Child A	Child B	Child C
❖ Reads for 20 minutes a day	❖ Reads for 5 minutes per day	❖ Reads for 1 minute a day
❖ 3600 minutes per school year	❖ 900 minutes per school year	❖ 180 minutes per school year
		
❖ Scores in the 90th percentile on standardised tests	❖ Scores in the 50th percentile on standardised tests	❖ Scores in the 10th percentile on standardised tests
<p>If they start reading for 20 minutes at home each day in EYFS, by the end of Year 6:</p> <ul style="list-style-type: none"> ❖ Child A will have read for the equivalent of 60 school days. ❖ Child B will have read the equivalent of 12 school days ❖ Child C will have read for the equivalent of 3 school days 		

Want to be a better reader? Simply read.