

Key Stage 1
Reading Evening
Thursday 22nd September





Reading in School

There are different styles and aspects of reading being taught in school every day.

Children receive a daily phonics lesson which teaches children to read words by breaking them down into letter sounds

Children are also taught to read and spell common tricky words that cannot be sounded out – e.g. said

Children are listened to and read to on a regular basis.

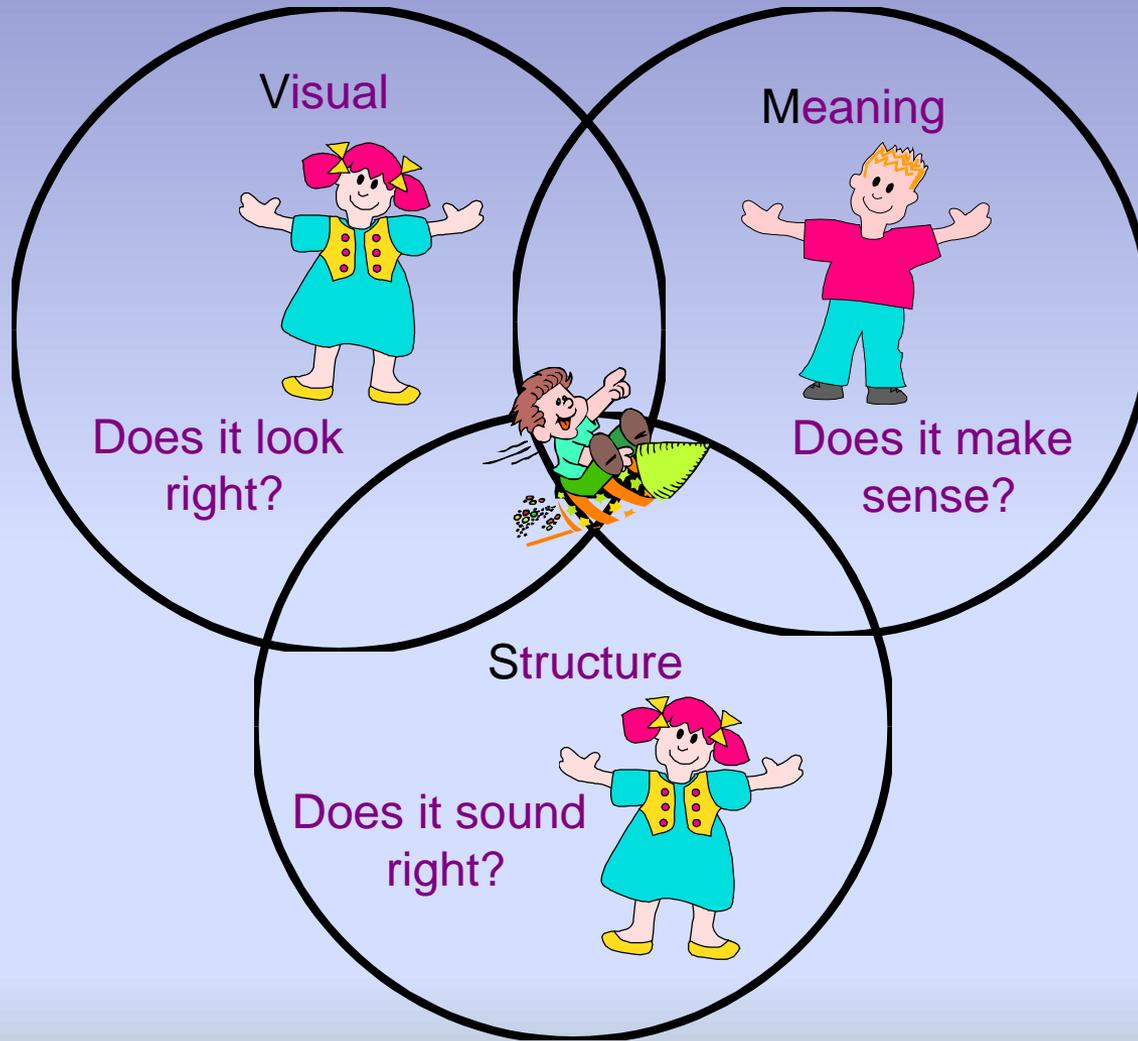
Individual Reading

There are reading books in every class.

These are graded by colour and number.

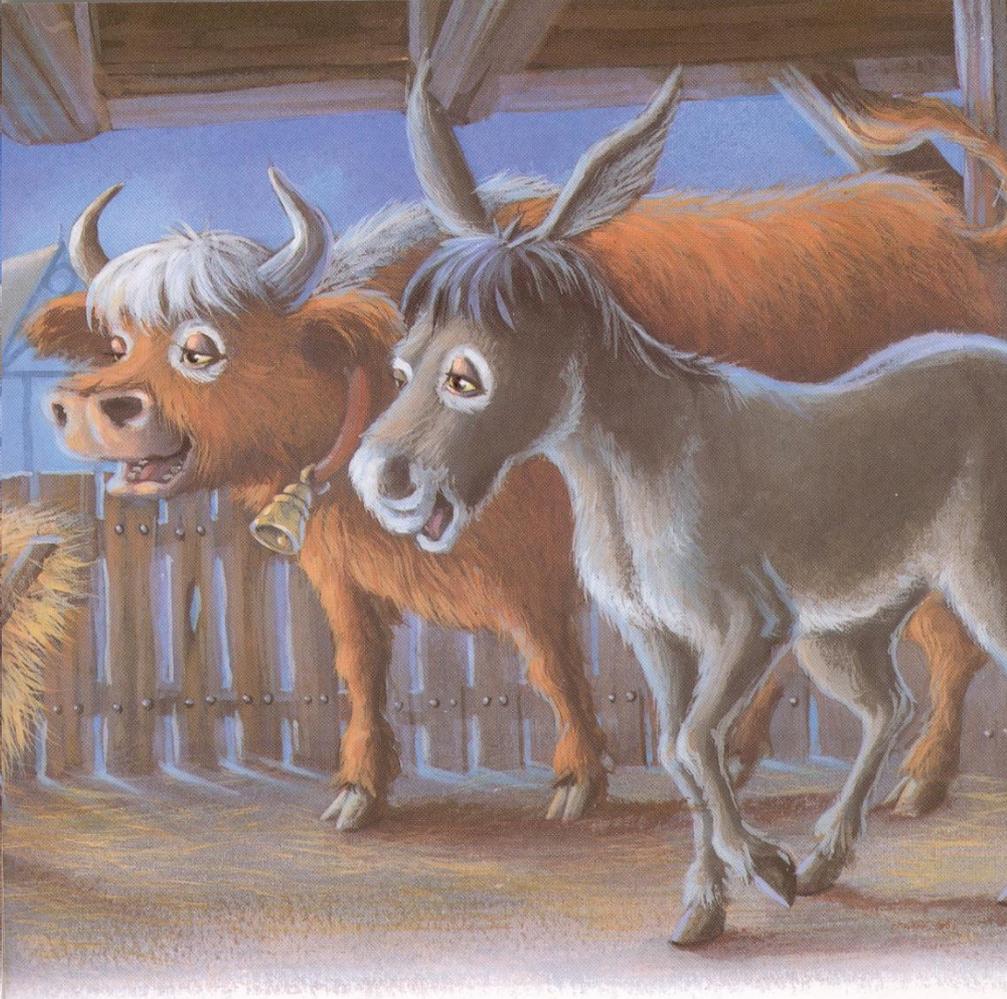
Children are given the opportunity to choose and read a reading book on a regular basis.

3 Sources of information for reading





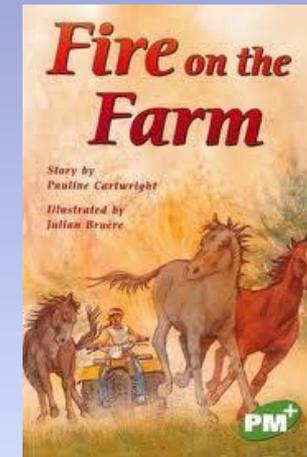
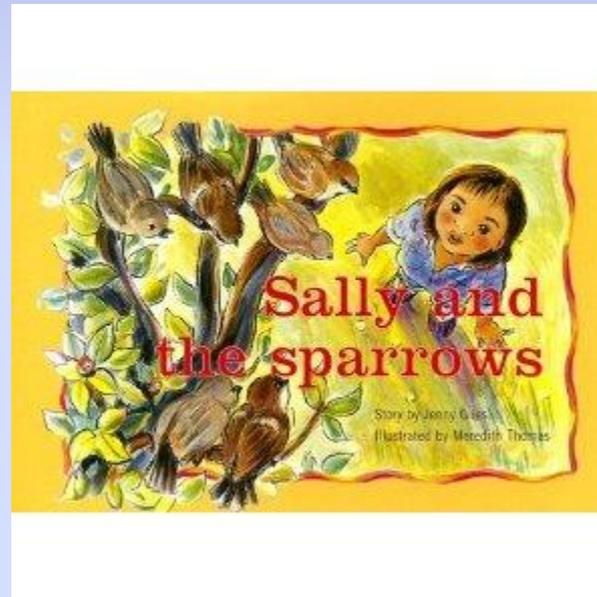
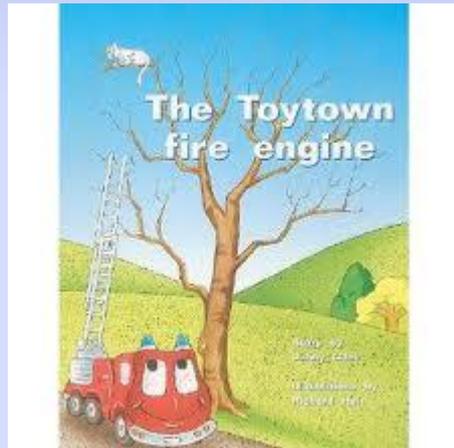
'C n [redacted]
[redacted]



'Yes, you [redacted],' said the cow.
'Yes, you [redacted],' said the donkey.

Helping your child at home

- How to de-bug a book



1,2



Pink

3,4,5



Red

6,7,8



Yellow (*by end R*)

9,10,11



Blue

12,13,14



Green

15,16



Orange (*by end Y1*)

17,18



Turquoise

19 20



Purple

21 22



Gold – (by end of Y2

23,24



White

25,26



Lime

Guided reading

Children read in a small group

Children read the same book selected by the teacher.



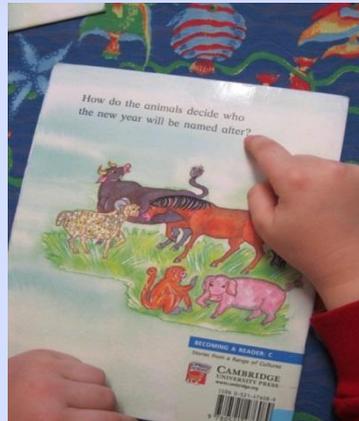
The purpose is to teach children the strategies of independent reading

Guided Reading

The teacher chooses the book carefully to teacher specific reading skills.



Children are encouraged to read the blurb, and make predictions about the book.



Children are encouraged to read at their own pace and use reading strategies to tackle unknown words.

Children are also asked questions about what they have read.



Testing

- At the end of Year 1 children will be tested on their ability to decode words - with a
“phonic screening check”

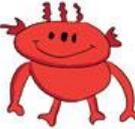
Real and not real words

box

flag

round

people

voo	
jound	
terg	
fape	

Please be aware that these resources are not endorsed by the Standards and Testing Agency or the DfE. These are created as **practice aids only** and cannot be used during the Year 1 phonics screening.

Sound Buttons

We teach children to decode words through a system of synthetic phonics.

(This means breaking words down into the smallest unit of sound).

e.g

Moon – (m-oo-n)

Night – (n-igh-t)

Corner (c-or-n-er)

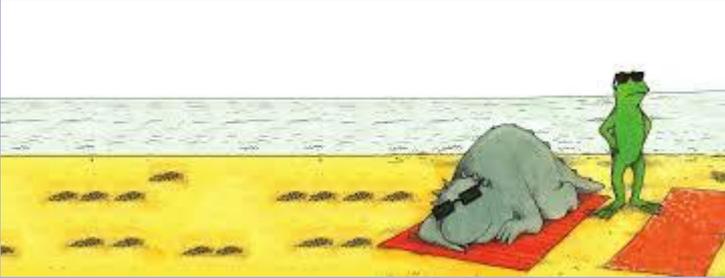
Looking (l-oo-k-i-ng)

Reading tests

- At the end of Year 2 children are tested on their reading fluency and comprehension

Testing will take the form of comprehension tests similar to the SAT tests that the children took previously.

Monster at sea



One hot sunny day Monster and Frog went to the seaside. Monster lay on the sand, sunbathing. But Frog was bored and restless.

“If we had a boat,” said Frog, “we could sail away to sea and have an adventure.

We could be explorers!”

Frog was always looking for adventure. Monster wasn't.

Monster and Frog at Sea

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Practice questions

c What kind of day was it?

Tick **one**.

cloudy

sunny

cold

wet

d What was Monster doing?



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

“This must be our lucky day,” he said. “Come on, Monster.”

“I’ve never been in a boat,” said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6

Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster
liked boats.

A boat drifted
towards them.

They were
by the sea.

It was a
sunny day.

7

Why was Monster worried?

Question types

There will be a variety of question types.

Multiple choice

Ranking/ordering – eg sequencing events

Matching – eg character to their job in the story

Labelling – eg identifying labels and titles

Text revival - short answer

Vocabulary – give me another words that means the same

Open ended – eg why did Lucy write a letter to her Grandmother

How can I help my child at home?

- Listen to them read
- De – bug the book
- Support them decoding unfamiliar words
- Phonic games
- Key words
- Wick road library



PhonicsPlay.co.uk

What if it's not all coming together...?

- Extra opportunities for pupils.

These may include:-

Reading Recovery

Better Reading Partners