



# Key Stage 1 Reading Meeting



# Unlocking Letters and Sounds



- A scheme of work that builds upon L&S (old DfE guidance)
- Provides lesson plans, slides and resources
- Revision lessons available for other year groups
- Decodable reading books that are fully aligned with the progression of the scheme
- Consistency with resources e.g. wall friezes, flash cards, sound mats, PowerPoints
- Six one to one interventions to target specific phonic gaps identified through ongoing assessment and through observations in lessons
- Assessment systems
- Guided reading model
- An action and image for GPCs in phases 2 and 3

# Unlocking Letters and Sounds

- Still has distinct phases: phase 2, 3, 4 and 5
- Teaches common exception words that are aligned with each of the phases



# Pace and Progression of UL&S

Direct phonics teaching starts in Reception.
























Approximately, four phonemes are taught a week alongside common exception words (CEWs).

The pace of the programme must be maintained for all children.

The teaching of phonics does not stop with the Year 1 Phonics screening check.

# Phase 2

The purpose of this phase is to teach at least 19 letters and to move the children on from oral blending and segmentation to blending and segmenting with letters.





























Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	

Unlocking Letters & Sounds Sound Mat Phase 2

Copyright ©2022 Unlocking Letters and Sounds

# Phase 3

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so that by the end of this phase the children will be able to represent each of about 42 phonemes by a grapheme.

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		











# Phase 4












Children entering Phase 4 will be able to represent each of 42 phonemes by a grapheme and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some common exception words.












The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.













# Phase 5

The purpose of this phase is to teach further graphemes and phonemes for reading and spelling, and to extend the children's knowledge of the phonetic code. This includes alternative pronunciations for graphemes that have already been met and alternative spellings for phonemes.

 a	 e ea	 i y	 o a	 u o	 ai ay a-e ey a ei eigh	 ee ea e-e ey e y ie	 igh ie i-e i y	 oa oe o-e ow o	 oo ue ew u-e ou
--	--	---	---	---	---	--	---	---	--

 (y)oo ue ew u-e u	 oo u oul	 ar a al	 or aw au al our augh oor ore	 air are ear ere	 ur ir er ear or	 ow ou	 oi oy	 ear ere eer	 ure	 er u
---	---	--	--	---	--	---	---	--	--	--

 f ff ph	 l ll le	 m mm mb	 n nn gn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ch ti ct s/ss	 th	 ng
--	--	--	--	--	---	--	---	---	---	---

 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu	 t tt	 w wh	 x	 y ch tch t
---	--	---	---	---	---	---	--	---	---	---	---

# Teaching Sequence

1. Revisit
2. Teach
3. Practise
4. Apply
5. Revise



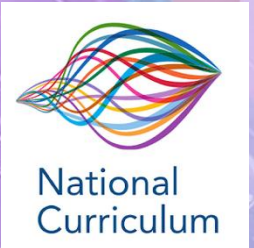
# Phonics in the National Curriculum



Children should be taught to use phonic knowledge and skills as the route to decode words.

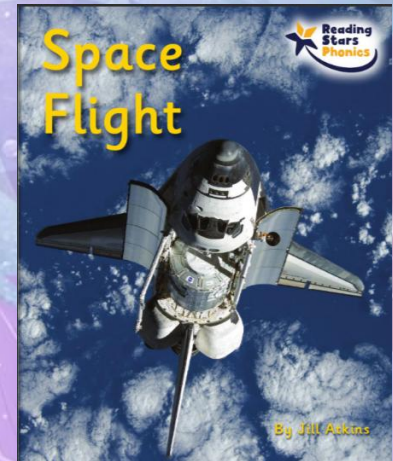
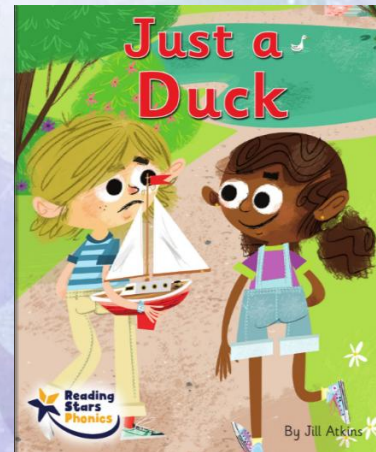
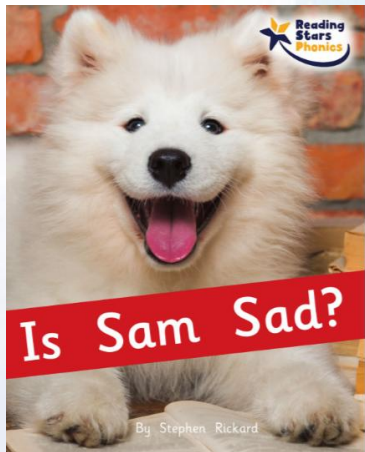
## National Curriculum in England 2014

Using phonics is **the** most efficient way to decode words and so we should be teaching children to tackle print using phonics as their primary strategy.



# Reading Books

- Books must be fully decodable, not highly decodable or have "challenge words".
- Books must be clear about which GPCs are being practised.
- The order of books used for practise, both at home and at school, needs to match the teaching of GPCs.
- For example: If a child is learning phase 3, they should not be taking home books containing split diagraphs as these are not taught until phase 5.



# What's in your child's book bag?

- Unlocking recommend schools use a two book system.
- Every child should have one fully decodable book and one shared book.
- The fully decodable books are matched to the child's current secure knowledge and understanding of GPCs.
- Re-reading of books multiple times for decoding, fluency, comprehension and prosody.
- Children should be reading at 90% fluency in class and at 95% fluency for home reading.
- Real books should go home for families to share a wide range of books and explore vocabulary with their child.
- Please speak to your child's class teacher if your child is struggling with the reading book that they have been given.



# Levelled/Colour/Natural Patterned Language Books

Once children are secure with their phonics and the teaching of new sounds (alternative at the moment in Year 2) has finished, children move onto levelled books.

It is important that children are confident with phonics before moving onto these books.

Children are assessed with which reading level they should be on. It normally begins on a level 15/16.

Children will continue to take home a shared reading book.

Some children who left Year 1 on levelled books, are taking home a decodable book too. This is purely to match up with what we are teaching in class to make sure it is secure. This supports their confidence with spelling too.

# Guided Reading

Children read in small groups guided by the teacher or as a whole class.



The purpose of guided reading is to teach children the strategies of independent reading in a guided session.

# Assessment

Assessment of your child's ability to read happens continually.

Through hearing children read we can judge how engaged they are in their book, how smoothly they read and we can check their understanding by asking them questions about the book.

We take running records to see if they are read for the next level as this can show up their strengths and weaknesses.

# Assessment

Schools are no longer required to administer the KS1 Standard Assessment Tests (SATs) for pupils in Year 2 and no longer required to submit end of Year 2 teacher assessment to the Department for Education. We will continue to use summative assessments (such as tests, quizzes and end of unit tasks) in Year 2 as they are part of the way we assess pupils' attainment and progress in all year groups. In the end of year school report, we will still state whether your child is working below, working towards, working at or at the greater depth standard.

# Assessment

Two reading papers - There are two reading papers at this level:

•**Paper 1** - Children will be asked to read through a selection of texts (400-700 words approx.). They will then answer a series of questions.

•**Paper 2** - Children will be asked to read through a selection of longer texts (800-1100). They will then answer a series of questions.

The questions for both papers will include the following: matching questions, labelling questions, find and copy questions, open-ended questions, short answer questions, and multiple-choice questions.

# Paper 1

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



**1** Draw **three** lines to show what Jasmine and JJ did on each day.

Monday

did something for Mum

Wednesday

went to the fair

Friday

went to the circus



1 mark

# Paper 1

"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



**3** Why did JJ agree to paint the shed wall?

\_\_\_\_\_



1 mark

**4** Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

The steps were dangerous.

He knew what to paint.

Mum would like what he painted.



1 mark

**20**

Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		



1 mark

**End of test**

# Paper 2

(pages 4–8)

9

Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
Liam does the same jobs every day.		
Liam always works alone.		
Liam sometimes cuts the grass and the bushes.		
Liam's work is often dirty.		



2 marks

# Paper 2

(pages 4–8)

9

Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
Liam does the same jobs every day.		
Liam always works alone.		
Liam sometimes cuts the grass and the bushes.		
Liam's work is often dirty.		



2 marks

# Paper 2

- 12** It was difficult to get the piece of paper through Dora's letter box.

**Find** and **copy one** word that tells you this.

\_\_\_\_\_



1 mark

(pages 9–10)

- 13** Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_



2 marks

# Paper 2

(page 10)

14

Dora cried as she pushed her pram away for the last time.  
Why was she sad?

---

---



1 mark

# Paper 2

(page 10)

- 16** **Circle two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.



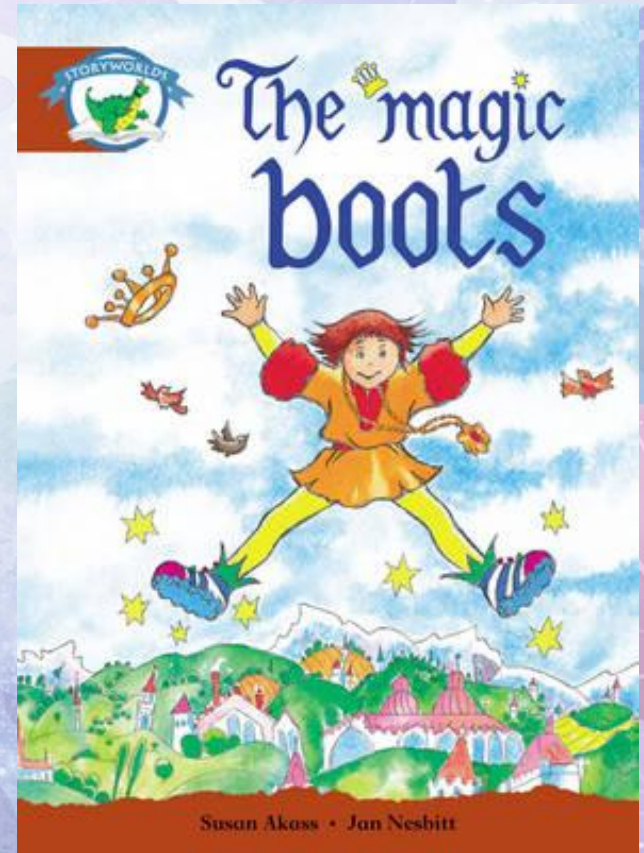
1 mark

# Helping your child at home

Introduce the book to your child to engage them and also to 'de- bug' it.

Before your child starts to read, look through the book first.

Are there difficult words that will stop the flow and enjoyment of the book?



# How can I help my child at home?

- Read to your child and listen to your child read.
- Talk about the book and support them decoding and understanding unfamiliar words.
- Ask questions.
- Promote a love of reading.
- Share reading books together.

# Helping your child at home.

Getting your child used to answering questions from each of these content domains will improve your child's comprehension skills and help to prepare them for their assessments at the end of Year 2. Asking a few of these sample questions per night will build your child's confidence and experience:

## Vocabulary

What does this word/sentence tell you about...?

Can you find a word/sentence that tells you...  
/shows you... /backs up what you have said  
about...?

Why did the author use the word... to describe...?

How does this word/description make you feel?

## Retrieval

Where/when is the story/poem set?

Is this character a good/bad character?

How can you tell?

Is there a dilemma in the story? What is it? How is the dilemma resolved?

Find your favourite description of the\_\_\_\_\_.

## Sequencing

How/where does the story/poem/non-fiction text start?

Which character do we meet first? What is the first/second/last step in these instructions?

Put these sentences into the order that they happened.

# Inference

What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word... here?

How do you think the author feels about...?

Find words to back this up.

## Prediction

What do you think will happen next?

Where do you think... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end?

Do you think this will end the same way?

Researchers in the United States who had looked at the impact of parental reading with their children quoted the following figures in a news release about their findings:

Here's how many words children would have heard by the time they were 5 years old:

Never read to, 4,662 words  
1-2 times per week, 63,570 words  
3-5 times per week, 169,520 words  
Daily, 296,660 words  
and five books a day, 1,483,300 words