



Year 1 Literacy Workshop

Overview

What we do in Year 1

- Talk for Writing
- Phonics
- Guided Reading
- Individual Reading





Talk for Writing

- What is Talk for Writing?

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it.

Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing.



- It is through this method that we learn new words and groups of words such as time connectives.
- Your turn.
- (Instructions on How to be a Superhero)

- **First** think of your superpower.
- **Next** create a superhero name.
- **After that** design a superhero logo.
- **Later on** select a bright and colourful costume.
- **Finally** perfect your superhero pose.



Different Genres

- Instructions
- Story telling
- Persuasive writing
- Discussions
- Recount
- Persuasion
- Information – non chronological report



Phonics at The Croft



What is phonics?

- Phonics is recommended as the first strategy that children should be taught in helping them learn to read.
- It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills.



What is phonics?

- Words are made up from small units of sound called phonemes.
- Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word.
- This helps children to learn to read words and to spell words.



What makes phonics tricky?

- English has around 44 phonemes but there are around 120 graphemes (ways of writing down the 44 phonemes)
- We only have 26 letters in the alphabet so some graphemes are made up of more than one letter.



44 phonemes

s, ss a t p l n m d g
u c,k , ck e o r h b f, ff
l,ll j v w x y z, zz qu sh
th ng ae ee ie oa oo ar
or er, ur ow oi ear air ure zh
wh



So why bother teaching phonics?



- The 'tricky bits' mean that it is even more important that we teach phonics and children learn it clearly and systematically.
- A written language is a kind of code and teaching phonics gives the children the key to crack the code.
- Children learn the simple bits first and then easily progress to the tricky bits.

The Phonics Screening Check



- The phonics screening test is a short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.
- It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track pupils until they are able to decode.

Who does the phonics check?

- The screening check is for all Year 1 pupils.
- From 2013, there will be a further check of pupils in Year 2 who previously did not meet the standard.
- The check is compulsory.



When is the check carried out?

- The phonics check can be carried out at any time in the week of the 16th June 2014.
- It is essential that all year 1 pupils are in school during that week.
- The check takes around 10 minutes per child.
- The check must be carried out by a teacher.



What does the phonics screening check look like?

- The check requires each child to read 40 words.
- Some of the words are non-words (alien) and some are real words.
- It is important that children understand the difference between real words and non-words, so that pupils do not try to decode a non-word as a similar real word. Eg blump and not bump.
- This is part of daily phonics lesson.
- Examples of non-words (alien words)
 - glorpid (g-l-or-p-i-d)
 - Blump (b-l-u-m-p)
 - Gleek (g-l-ee-k)

KEY STAGE
1

Phonics

Screening check: Answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
tox			
bim			
vap			
ulf			
geck			
chem			

Section 2			
Word	Correct	Incorrect	Comment
voo			
jound			
terg			
fape			
snepp			
bluret			




Practice sheet: Real words

in

at

Practice sheet: Pseudo words

ot 

vap 

How do children pass the screening check?

- In 2013 the threshold was 32 words out of 40.
- The national statistics – 55% achieved at least 32 words.
- Within Swindon the statistics were – 67%
- The threshold for 2014 will be included in the screening check materials which will remain secure until the start of the check week (17 June 2013). The threshold will ensure standards are maintained over time.
- [Demonstration clip](#)





Phase 1

- Most children coming into reception would have already started phase 1.
- Phase 1 supports linking sounds and letters of the alphabet. It also draws on and promotes other areas of learning for example, music plays a key part in developing children's language.

Phase 1



- One of the most important features of Phase 1 is to model good listening and clear speaking.
- There are 7 aspects within phase 1.
- Environmental sounds, Instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, and oral blending and segmenting.



Phase 2

- The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation with letters.
- By the end of the phase most children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.
- In this phase the children will be taught to read some high frequency 'tricky' words.
- the, no, go, I, to

Phase 2



- Set 1 s a t p
- Set 2 i n m d
- Set 3 g o c k
- Set 4 ck e u r
- Set 5 h b f, ff l, ll

ss



Phase 3

- Children entering phase 3 will know around 19 letters and be able to blend phonemes in order to read VC words and segment VC words to spell.
- The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters that make one sound.



- It must be remembered that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal.

Phase 3



- Set 6 j v w x
- Set 7 y z,zz qu

• Digraphs and Trigraphs

- ch sh th ng
- ai ee igh oa
- oo ar or ur
- ow oi ear air
- ure er

Phase 3

- Children will also be taught some more high frequency 'tricky' words.
- he, she, we, me, my, be, they, was





Phase 4

- The purpose of this phase is to consolidate children's learning.
- It particularly focuses on their ability to blend words confidently.
- They will also learn a lot of 'tricky' words such as said, have, like, some, you.
- This phase is short (4 weeks)
- The children will also learn to say two-syllable words such as desktop and lunchbox.

Phase 5

- Children entering Phase 5 are able to read and spell words containing adjacent consonants.
- The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.
- They learn new graphemes and alternative pronunciations.



Phase 5

- During the later stages of Phase 5, children will practise recognition and pronunciation of the graphemes they have learned.
- Alternative graphemes.
 - ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
 - wh, ph
 - a-e, e-e, i-e, o-e, u-e

Phase 6



- By the beginning of Phase 6, children should know most of the common grapheme-phoneme correspondences.
- They should be able to read hundreds of words, doing this in three ways:
 - reading the words automatically.
 - decoding them quickly because their sounding and blending routine is well established.
 - decoding them aloud.



Phase 6

- Children's spelling should be phonetically accurate, although it may still be a little unconventional at times.
- Spelling usually lags behind reading, as it is harder.
- During this phase, children become fluent readers and increasingly accurate spellers.

Phase 6

- Phase 6 has a more prominent spelling focus than the other phases.
- Teaching spelling:
 - Past tense
 - Adding suffixes to words
 - Spelling long words
 - Learning the difficult bits in words





Guided Reading

- Guided reading allows the children to be challenged within a safe environment.
- Our aim at school is to allow children to take risks and know that they will be supported in those risks.
- Guided reading allows children to develop reading skills and comprehension.

- It is within these sessions that we ask questions to determine children's understanding. Whether that is for a new word that they may not have come across or the overview of the book.



Individual Reading

- This refers to the books that are sent home.
- These books are changed as often as required. It is not a race to complete all the books as stated in guided reading we need to develop children's comprehension as well as reading skills.



- Reading should be an enjoyable task and I know for some parents it can become a battle.
- Just like adults children can read for pleasure and usually the books we enjoy are easy reads.
- It is important for children to feel a sense of pride and achievement.



A chance to see guided reading in action...

Mrs Hutchinson and myself will model a guided reading session. Please feel free to observe to 'magpie' some ideas!

