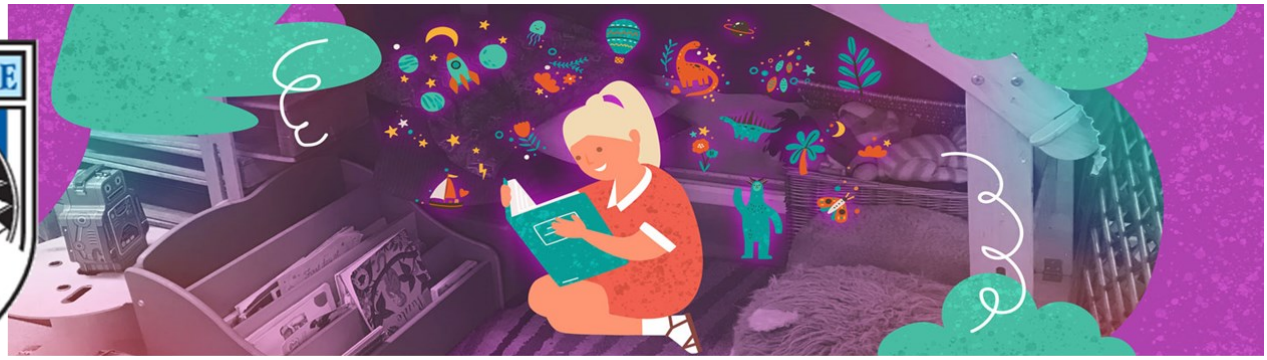
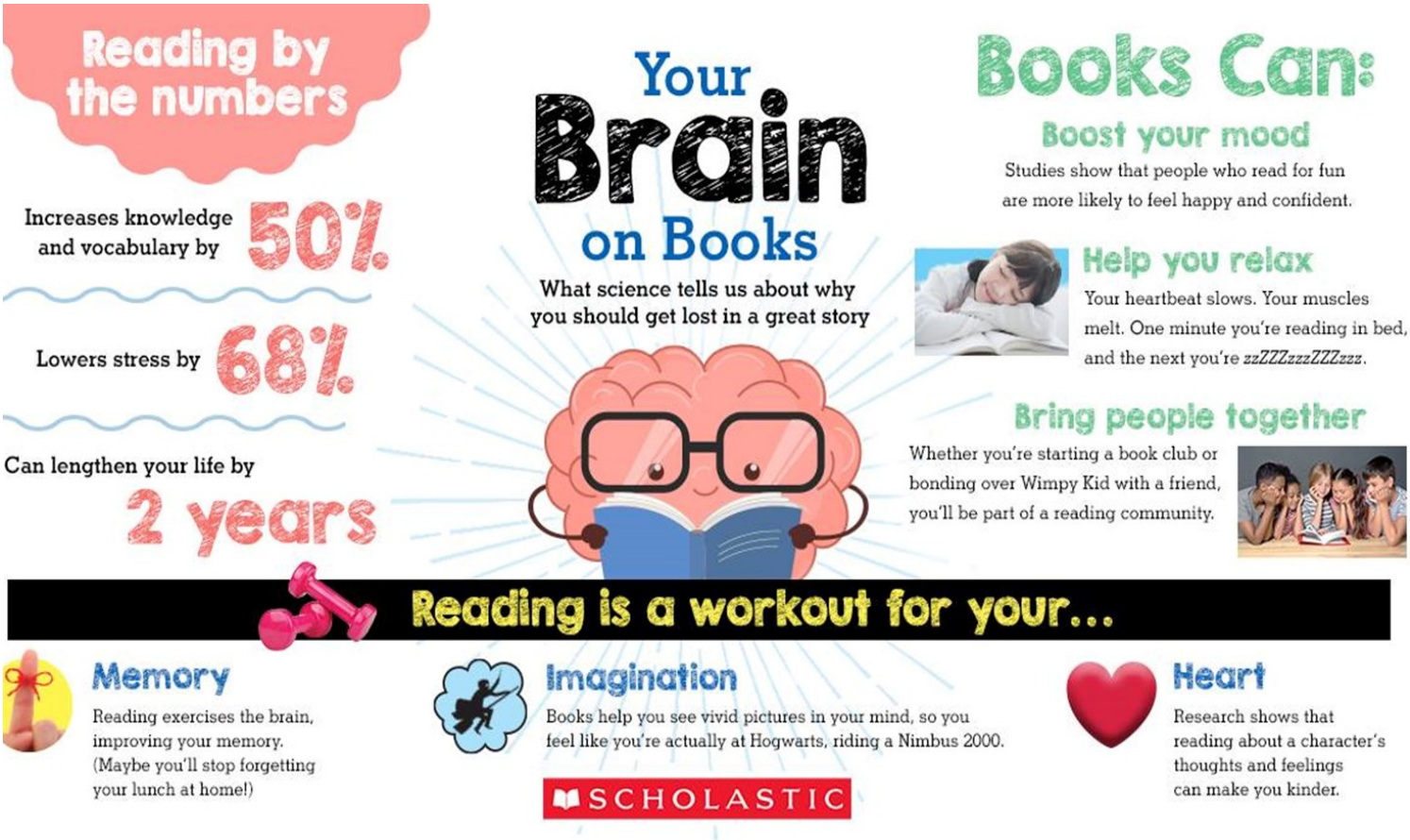


NEXT STEPS IN READING:

HOW BEST TO SUPPORT CHILDREN IN Y1.

SEPTEMBER 2023



Space for notes

Daily phonics sessions in Y1

Once Phase 3 is complete, we assess to identify and address any gaps.

Phase 4

Phase 4 builds on from phase 3.

Again we have a sound mat but they are not referred to as digraphs / trigraphs, they are blends. We can hear both sounds in the blend.

We also have another set of tricky words too.

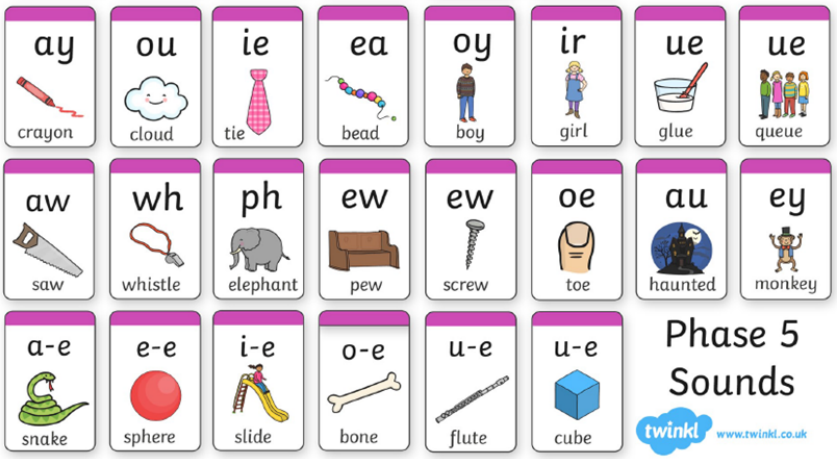
Once Phase 4 is complete, we assess to identify and address any gaps.

Phase 5

Phase 5 takes the longest to teach.

The children are introduced to alternative pronunciations and split digraphs.

We also have another set of tricky words too.



Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	

Tricky words to learn and read on sight

Reading at home

1. Front cover focus

2. Inside cover sound check

The sounds in this book are: /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/

3. Child led reading

10 – 15 minutes

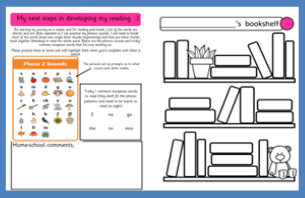
As regularly as possible (3x)

Not the whole book

4. Questions and conversation

5. Tick

6.Sound / tricky word blast



Skill progression to match book band progression

Children working on pink or red banded books;

- Focus on phase 2 sounds
- Focus on phase 2 tricky words (also called super power words in school)

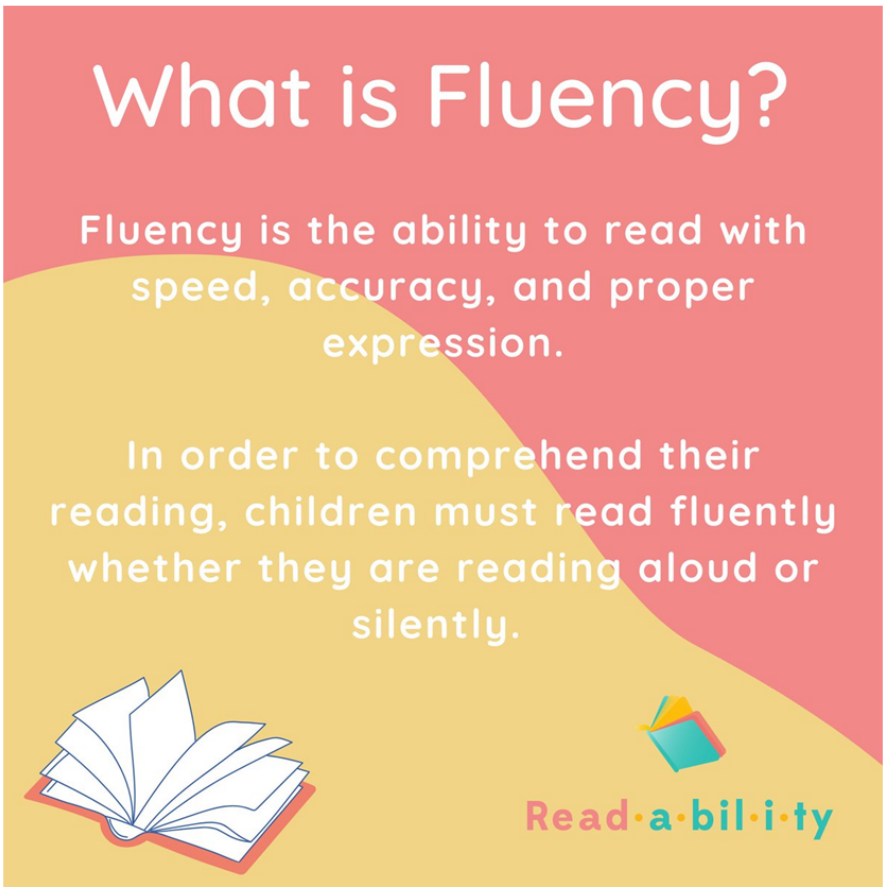
Children working on yellow books;

- Focus on phase 3 and phase 4 sounds
- Focus on phase 3 and phase 4 tricky words
- Building fluency
- Building accuracy
- Starting to read for meaning by asking some simple comprehension questions

Children working on blue books and beyond

- Focus on phase 5 sounds
- Focus on phase 5 tricky words
- Becoming more fluent and include the use of expression (as we do in speech)
- Becoming more accurate
- Building ability to answer comprehension questions of increasing complexity (this links to the VIPERSS skills mentioned later in this book)
- Self checking and correcting reading + responding to punctation too

Reading fluency and accuracy



How is fluency developed?

- Having a good knowledge of phonics
- Reading more words on sight
- Listening to adults / audio books being read aloud
- Talking about what is being read including new vocabulary
- Reading regularly

For some children, as they become more confident readers, they may begin to 'guess' what words say based on the beginning of the word.

How is accuracy developed?

- Practising the phonemes and SPW regularly
- Reading books more than once
- Allowing for lots of time to practise
- Perhaps introducing a game like snap or flashcards to practise common errors
- Encouraging children to re-read a sentence or a section
- Recording reading and asking children to listen to themselves read aloud
- Making mistakes when we read aloud to provide opportunities for children to step in and 'teach' us

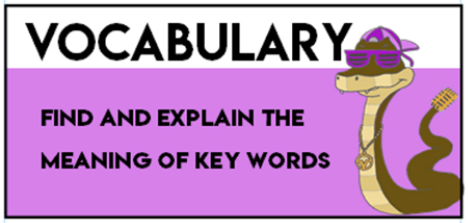
Building comprehension (understanding)

How is comprehension developed?

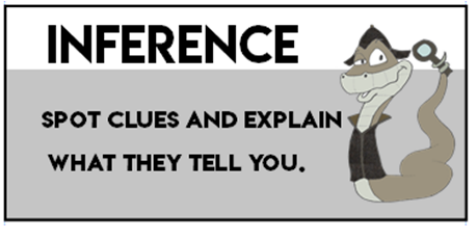
- Talk about books, audiobooks and even songs
- Ask questions during reading sessions
- Give silly answers to your own questions – this encourages children to step in and 'teach' us
- Talk about stories are they are unfolding – modelling picking apart the story. 'Oh no, Sam looks very sad, look, you can see he is crying. He must be crying because his bike broke'
- Make links to any real life experiences your child has had linked to something they are reading where possible

VIPERSS characters

In school, we use a series of characters called the VIPERSS to help us teach / focus on different skills within comprehension. VIPERSS is an acronym for the different skills. Here are some example questions;



What does the word…mean the same as?
What word was used to talk about the …..?
Can you find the picture of the ….. ?

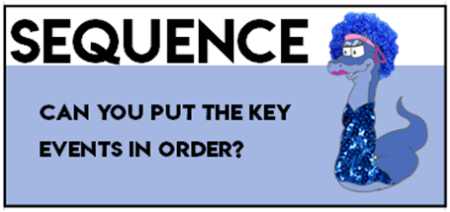


How might the character be feeling now? Why?
What might the character be thinking now? Why?
Why do you think that….?

What might this book be about?
What might happen next? Why?
How do you think the story will end?

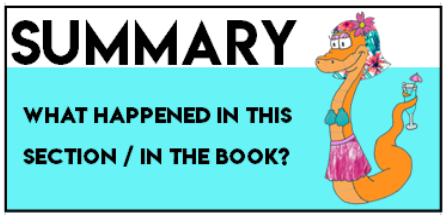
What was the funniest/ best part of the book?
Why do you think this?
What happened to...? Why?

Find the word.... / find the name of .....
Point to the...
Find the adjective / verb/ full stop...



What happened first/ at the beginning?
What happened next/ in the middle?
How did the story end?

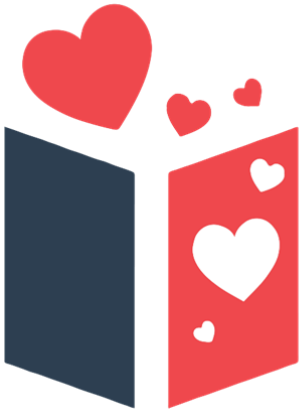
Summary is introduced in Ks2



Can you summarise in a sentence what happened at the start, middle or end of the book?

Fostering a love of reading

- Story time every day – many of us will have fond memories of this (don't forget the voices)
- Having books available to read or share – lending library
- Setting up a space for reading
- Regular visits to the library to borrow books
- Talking about the books you read
- Bring the books to life by letting them spill over into imaginative play
- Making up your own stories (verbal)
- Writing stories and 'publishing books' to add to your own bookshelf
- Encouraging reading all around on signs or food packets
- Adding subtitles to their favourite TV shows
- Reading shopping lists
- Sharing a daily joke from a joke book



Sharing a wide selection of books

These books are available in the hallway of school and are for you to read to your child. They are not matched to the phonics level your child is accessing in phonics sessions so they will be too challenging to read by themselves.

Key Stage 1's

RECOMMENDED READING

TITLE	AUTHOR
Mermaid	Cerri Burnell
The Boy Who Could Do What He Liked	David Baddiel
The Owl Who Was Afraid of the Dark	Jill Tomlinson
The Highway Rat	Julia Donaldson
Ellie and the Cat	Malorie Blackman
Giraffes Can't Dance	Giles Andeae
Odd Dog Out	Rob Biddolph
Pink Is For Boys	Robb Pearlman
It's a No Money Day	Kate Milner
Sam Wu is Not Afraid of Ghosts	Kevin & Kate Tsang
Gerald the Giraffe and Friends	Mike Callaghan