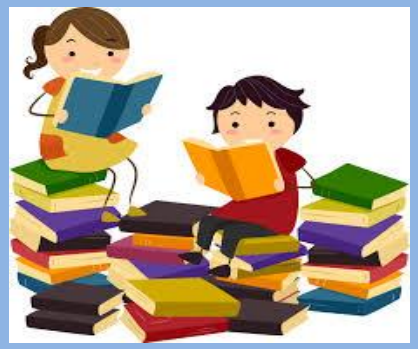
ST. VINCENT'S CATHOLIC PRIMARY SCHOOL

Y1 Reading Meeting

- To give information about how we teach reading in school and what you can do at home.
- Which books children will read in school and at home.



A love of reading is the biggest indicator of future academic success!

(OECD, 2002)

Little Wandle Phonics

At St Vincent's we teach early reading through the Little Wandle Programme. This is a scheme validated by the Government and prepares children well for the Phonics screening at the end of Y1.

In Year 1 children have daily phonics sessions where they learn to recognise new graphemes (the written way a sound is represented).
They will have regular practise reading these sounds in single words, as part of a short phrase and whole sentences.

Children should say the sounds to match these graphemes (how the sound is written).

Children should segment (sound out) and then blend (say the sounds together) these words.

These sentences are a mix of tricky words which should be read by sight fluently and words which can be segmented and blended into a word.

Words to learn by sight and not sound out.

These words will be on the weekly spelling sheet.

Little Wandle – Letters and Sounds Year 1 Phonics Home Learning

Phase 5 – Spring 1 Week 1
Focus – y /ee/ e /e/ wh /w/ & Grow the code: /oa/

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website – https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Phonemes we will be focusing on this week in school –

y	/ee/ funny	**ea**	/e/ **ea**d		
wh	/w/ **wh**eel	Grow the code: /oa/	t**oe**	sh**ou**lder	

We will be reading and writing words. *Can you see this week's focus phonemes?*

silly	goes	feather	boulder
whisper	hairy	woe	ready
white	breakfast	smelly	whimper

We will be reading and writing sentences. *Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?*

Look at the happy children being silly on the beach.

Is there any bread for breakfast?

I feel happy when the whale is near me in the water.

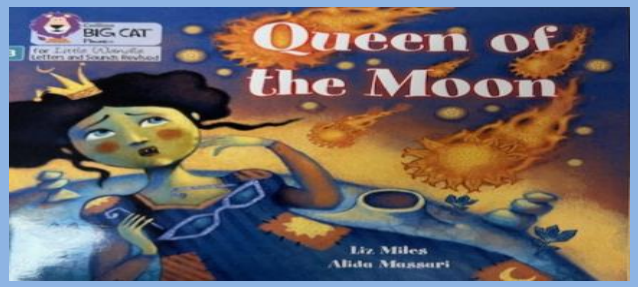
I was sitting on the boulder with my toes in the water.

We will be practising tricky words. *Can you spot the tricky part of the word?*

want water any many again

We will be spelling words. *Can you write these words? Can you use the correct phonemes?*

happy head wheel toe shoulder



Ask your child to use the story map to retell the story in their own words.

Try and read the book three times with your child.

Check this page at the end of reading and use it to support book discussion and questions.

Check this page before reading. Practise the sounds and words individually before beginning the book. This will give your child a warm

Before reading

Read the words

queen moans
shoot look park
hurts hair never

Read the tricky words

I the no she
of we be my
by are

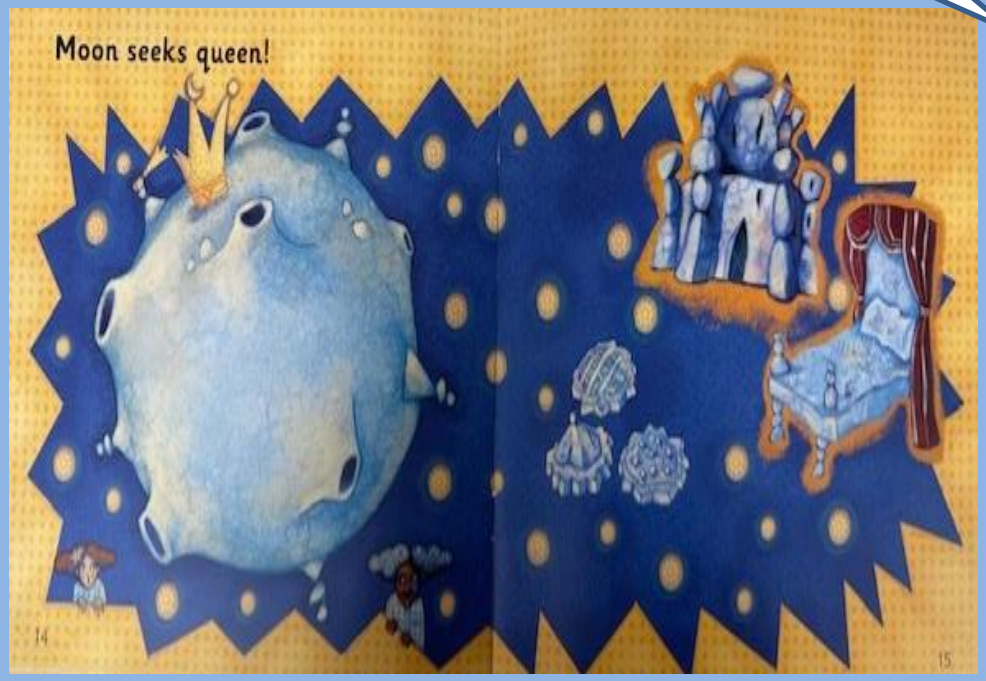
Read the GPCs

ee	oa	oo	**oo**
ar	ur	ow	oi
ir	er		

Vocabulary
Ask the children to read these words.
Check understanding.

shatter boiling
keen

Practise and apply: Read the book
- Now ask the children to read the book.
- Tap-in and listen to each child read.



Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Turn to page 6 and discuss what **boiling hot rocks** on the moon might be. Talk about meteorites and how they come from outer space, and can heat up as they fall through the air.
- Call out each page number below and challenge the children to find and read a word with these sounds:

page 2: /oo/ (*moon*)	page 3: /ee/ (*queen*)	page 4: /oa/ (*moans*)
page 5: /ur/ (*hurts*)	page 6: /oi/ (*boiling*)	page 10: /ar/ (*park*)

- Challenge the children to read pages 2 and 3 aloud and fluently, blending the words in their head (silently).

Read 2: Prosody

- Focus on the queen's speech bubbles from pages 8 and 9.
- Discuss what sort of the voice the queen might have. (e.g. *posh*)
- Discuss how she is feeling on each page. (page 8: *cross/determined*; page 9: *excited/curious*)
- Challenge the children to read each speech bubble expressively, to show the change of feeling.

Read 3: Comprehension

- Ask the children whether they have read any stories or rhymes about the moon. Encourage them to compare the characters and settings with the queen and her rocky home.
- Pose the question: What is the queen's main problem? Discuss why she leaves the moon and what she gives up. (*she is fed up with the rocks; she gives up her job as queen*)
- Look together at the advert for a new queen of the moon on pages 14 and 15.
  - Discuss what the job offers and ask: Would you like the job? Why? Why not?
  - Discuss why the queen left the moon and what she might miss.
  - Talk about whether the queen was right to leave the moon. Ask: Should she have stayed? Why?

Before reading

Practising phonics: Phase 4, Set 1

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

St Vinc... Primary School

Read the words

stuff stamp flip hunts

Read the tricky words

the she my here you some of have I to no

Vocabulary

Ask the children to read these words. Check understanding.

cram stash trip

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Ask the children:
  - Can you think of any words that rhyme with **stamp**? (e.g. *damp, lamp, ramp, camp*)
  - Can you think of any words that rhyme with **stuck**? (e.g. *luck, duck, truck*)

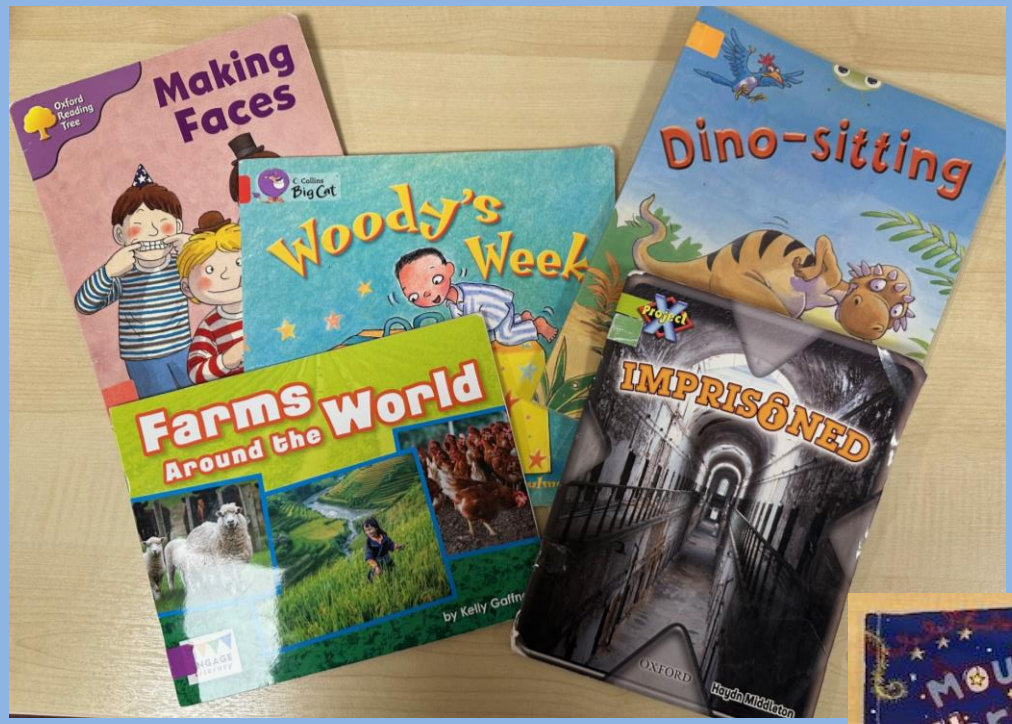
Read 2: Prosody

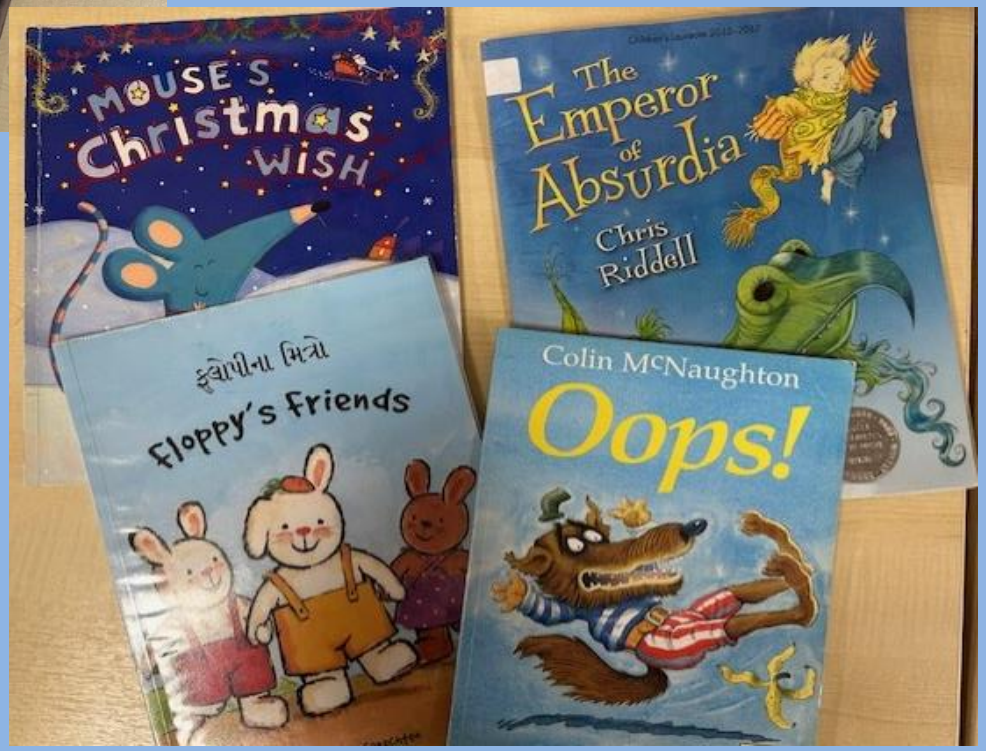
- Model reading each page with expression to the children. Have fun using different voices to read the speech bubbles.
- After you have read each page, ask the children to have a go at reading with expression.

Read 3: Comprehension

- Turn to pages 14 and 15 and ask the children to retell the story using the pictures for support.
- For every question ask the children how they know the answer. Ask:
  - What items does Trish pack in her bag? (e.g. *a teddy, a camera, a teapot, a ball*)
  - Where do you think she is going? (e.g. *on holiday*)
  - How do you think the ticket man is feeling? (e.g. *annoyed, cross, angry, mad, frustrated*)
  - Where did Trish find her ticket? (*in her handbag*)
  - What would she have had to do if she hadn't found the ticket? (*buy another one*)

Other reading books





In addition to the Little Wandle phonics book, children will also bring home:

1 book banded book – children will be able to read many words in these books

OR

1 bedtime story – this will need to be read by an adult

PER WEEK

Comprehension

Comprehension is the fundamental purpose of reading.

We read to understand the images, words and concepts on a page that are the author's meaning and message. If a child can't understand what they are reading, they gain little pleasure from it and it greatly hampers their ability to learn.

Comprehension

Literal questions ask the reader to locate and recognise key words and recall the order of events and cause and effect within the story.

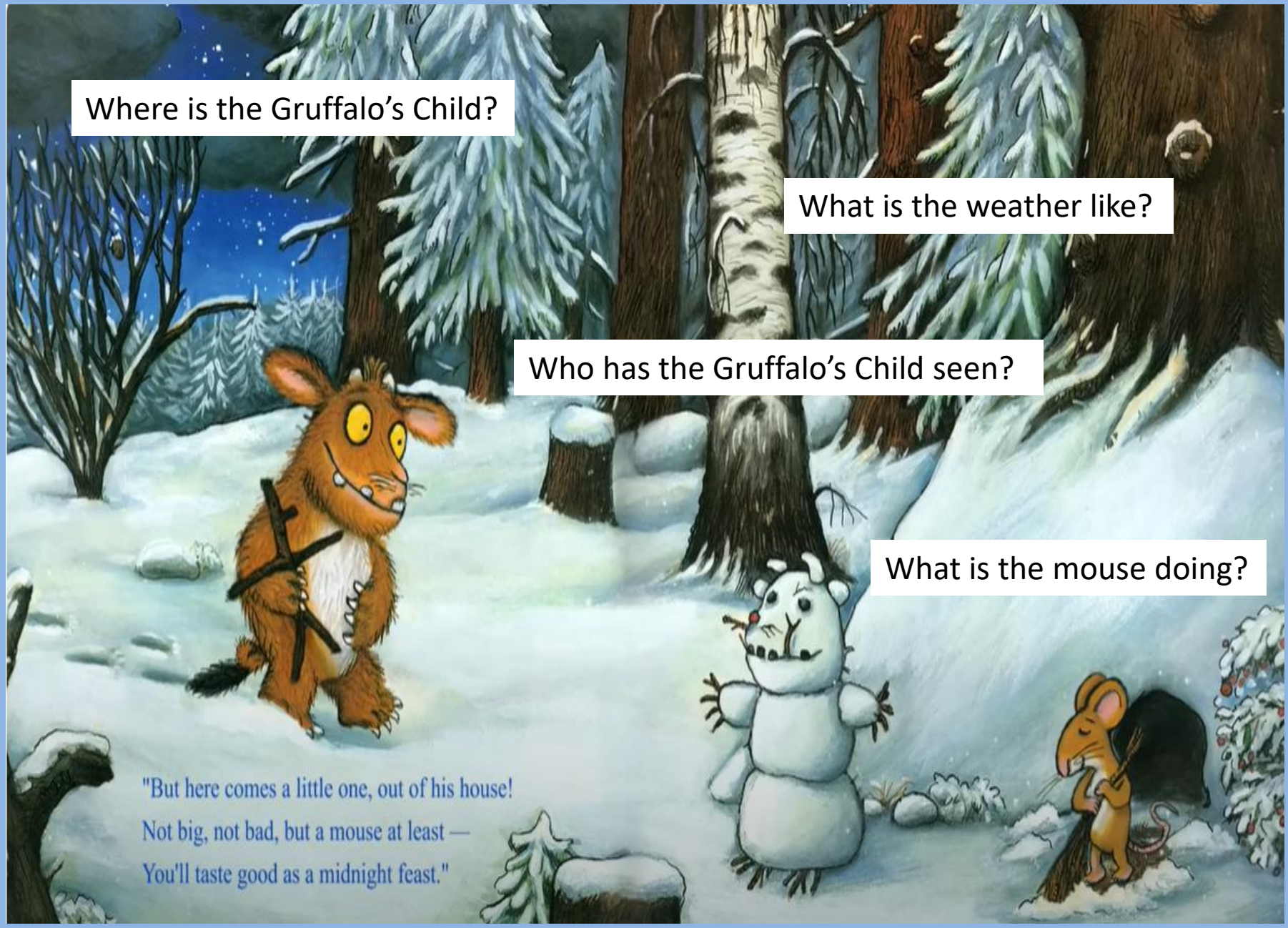
Children are asked:

- to recall facts explicitly stated in the text about a character (name, traits, feelings, variables), the setting of the story, or the time the story takes place.
- to recall details explicitly stated in the text about a single action or event - What happened/ How?
- to recall the sequence of several actions or events explicitly stated in the text.

Illustrations

Picture books are suitable for children of all ages and can really help to develop inference and deduction skills.

Encourage your child to answer questions about illustrations.


Where is the Gruffalo's Child?
What is the weather like?
Who has the Gruffalo's Child seen?
What is the mouse doing?
"But here comes a little one, out of his house!
Not big, not bad, but a mouse at least —
You'll taste good as a midnight feast."

Top Tips for reading at home

Set aside a special time each day when you can give your full attention to reading with your child.

Praise your child's efforts, remind them of the strategies they know and encourage them to 'have a go'.

Top Tips for reading at home

Building a regular story time into your child's routine will help them to develop a love of books.

Encourage your child to choose a book they want to read or would like you to read.

Top Tips for reading at home

Talk about what you've read.

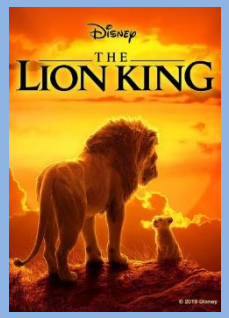
This boosts their imagination and gives you the opportunity to pick up on any new vocabulary and check that they understand what they are reading.

Top Tips for reading at home

Enjoy reading everywhere, 'think outside the book'!

Words are all around us, encourage your child to read traffic signs, shop names, adverts, cereal packets, TV guides.

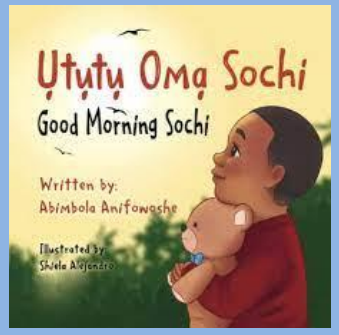
next



home bargains

Top Tips for reading at home

Read books in your home language to support your child's language development.



If you find it tricky to make time to read or read books in English, look for other methods of story telling.

Freechildrenstories.com

Top Tips for reading at home

Have fun!

Children love it when their parents play with them and praise them. If you have fun reading stories then chances are your child will too!

If you think you need extra help or guidance just ask, we're always happy to help.

A love of reading is the biggest indicator of future academic success!

(OECD, 2002)

Other Homework in Y1

Practise Your Words!

Look Say Cover Write Check

Words	Monday	Tuesday	Wednesday	Thursday	Friday
to					
into					
out					
the					
what					

Practise Your Words!

Look Say Cover Write Check

Words	Monday	Tuesday	Wednesday	Thursday	Friday
apple					
sparkle					
puddle					
equal					
final					
petal					
ice					
mice					
have					
live					

Instructions for the "Look, Say, Cover, Write, Check" Method:

1. **Look**: Look at the word carefully. Pay attention to the letters, spelling patterns, and any tricky parts of the word.
2. **Say**: Say the word out loud. This helps reinforce its correct pronunciation and spelling in your memory.
3. **Cover**: After you've said the word, cover it up (using a piece of paper or your hand) so you can't see the word anymore.
4. **Write**: Try to write the word from memory. Do your best to spell it correctly.
5. **Check**: Uncover the word and check your spelling. If it's wrong, correct the mistakes and try again.

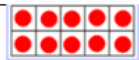
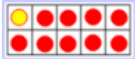
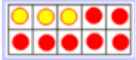
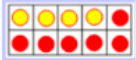
Other Homework in Y1

Key Instant Recall Facts

Year 1 – Spring 1a

I know number bonds to 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

0 + 10 = 10 10 + 0 = 10		10 – 10 = 0 10 – 0 = 10	**Key vocabulary** 2 **add** 8 **equals** 10
1 + 9 = 10 9 + 1 = 10		10 – 9 = 1 10 – 1 = 9	8 **plus** 2 **is the same as** 10
2 + 8 = 10 8 + 2 = 10		10 – 8 = 2 10 – 2 = 8	If I have 4, how many **more** to get to 10?
3 + 7 = 10 7 + 3 = 10		10 – 7 = 3 10 – 3 = 7	What's the **difference** between 7 and 10?
4 + 6 = 10 6 + 4 = 10		10 – 6 = 4 10 – 4 = 6	10 **take away** 7 equals 3 10 **subtract** 3 makes 7
5 + 5 = 10		10 – 5 = 5	10 **minus** 9 equals 1

They should be able to answer these questions in any order, including missing number questions,

e.g. 2 + ◯ = 10 or ◯ -7 = 3.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Songs and Chants – The children should know a chant for number bonds to ten or there are chants online.

Make the whole fact family – If 9 + 1 = 10, then 1 + 9 = 10 so 10 – 9 = 1 and 10 – 1 = 9.

http://www.conkermaths.org/cmweb.nsf/products/conkerkirfs.html See how many questions you can answer in 90seconds.

https://www.topmarks.co.uk/maths-games/daily10 and https://www.topmarks.co.uk/maths-games/hit-the-button

KS1 KIRFs (Key Instant Recall Facts) are essential mathematical facts that children in Key Stage 1 (ages 5-7) are expected to learn and recall instantly.
These include things like number bonds, multiplication tables, and basic addition and subtraction facts.

KIRFs are designed to help children become quick and confident in basic number facts. Mastery of these facts allows them to:

- Solve more complex problems more easily.
- Gain confidence in math.
- Improve mental arithmetic skills.
- Develop a deeper understanding of mathematical concepts.