

Reading Meeting



Why is reading so important?

- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to help progression in all other subjects
- Children learn how language works
- Children develop a love of reading



Reading consists of ...

- Decoding words using phonics knowledge
- Applying their tricky words
- Making predictions
- Retelling the story
- Linking it to personal experiences
- Reading between the lines – making inferences.



What is Phonics?

- Phonics is all about **listening** skills
- The skill of **blending** sounds to read words
- The skill of **segmenting** sounds to write words
- Learning **phonemes** and the **graphemes** to match.


























Phonics at ARH






























- We follow the progression of Letters and Sounds.
- We follow the structure of a lesson from Letters and Sounds.
- We use resources adapted by Mr. Mc and Flying with Phonics.

























Phase 2 Sound Mat

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu
							
ch	sh	th	th	ng	ai	ee	igh
							
oa	oo	oo	ar	or	ur	ow	ow
							
oi	ear	air	ure	er			
							

Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue
							
aw	wh	ph	ew	ew	oe	au	ey
							
a-e	e-e	i-e	o-e	u-e	u-e		
							



Oral Segmenting and Blending

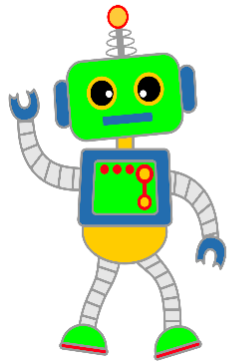
Oral Segmenting

I say....

mud
mat
dip

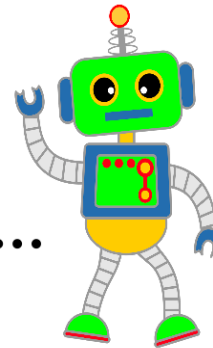
nip
pin

You
Robot ...



Oral Blending

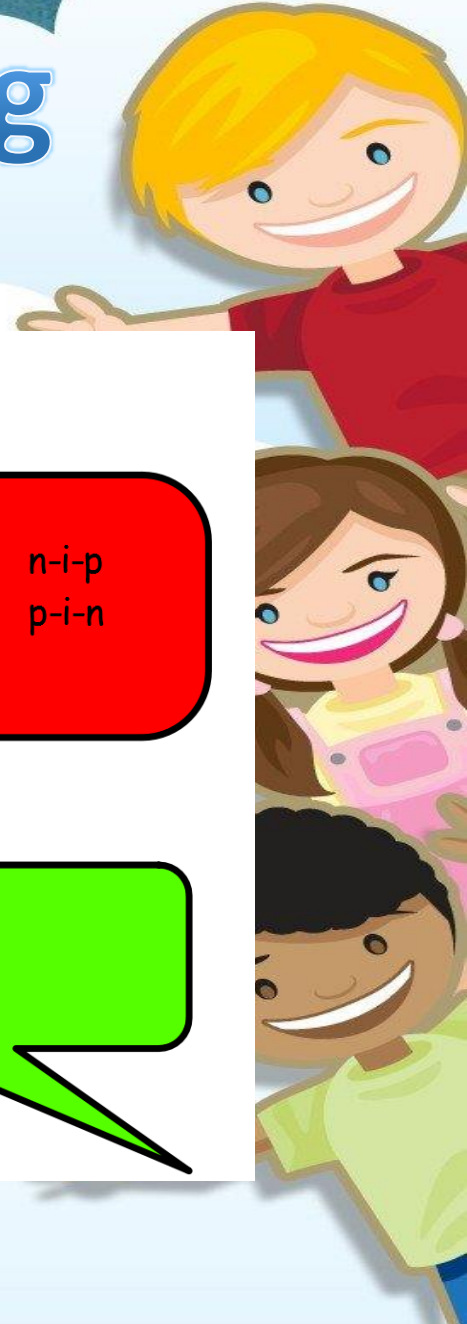
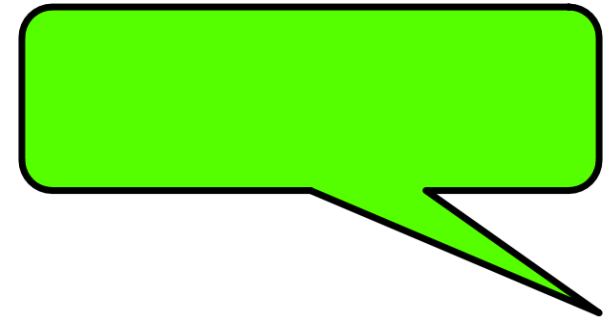
I
robot....



m-u-d
m-a-t
d-i-p

n-i-p
p-i-n

You
Say ...



3 Steps to reading a new word:

Detect



Segment



Blend



Detect ...

Digraphs – 2 letters 1 sound

Trigraphs - 3 letters 1 sound

night

sharp



Segment ...

Be active!

- Robot it out
- Punch it out
- Jump it out
- Jazz it out

sharp



Blend ...

- Say the sounds together.
- If needed keep going quicker until they can hear the word.

sharp



Support with sounds ...

- Video Resource centre on the school website
- Mr Thorne does Phonics
- Geraldine the Giraffe (Youtube)
- Phonics Play

If you are unsure of a sound please ask your child's class teacher



Understanding what they read:

- Looks right and **MAKES SENSE**.
- Look out for tricky words (words you can not sound out).
- Can retell the story if it is a second read.



Check understanding:

- Predict – what do you think will happen?
- Check – what is happening?
- Summarise – what was the story about?



Linking to personal experiences:

- Talk about the book
- Make links to your child's own experiences.
- Link to similar books.



Reading between the lines – making inferences:

- How does a character feel?
- How do you know that the character feels like this?
- Look at why they might have chosen certain words.



What we are working towards in Year 1:

- All children to a level 15-17 reader by the end of the year.
- Children to know all sounds up to the end of Phase 5.
- Children to be able to read and write Tricky words to Phase 5.
- Children to complete a Phonics screening check in June.



What we are doing at school:

- Weekly reading lessons
- Phonics and English lessons
- Big Read at the end of the day
- 1:1 reading with staff and volunteers for additional support
- Additional phonics interventions
- Guided reading



Phonics Screening

- Will take place w/b 9th June 2025
- The Phonics Screening Check is designed to allow schools to assess whether children have made expected progress within their phonics learning and have reached an appropriate standard. It can help teachers to identify gaps in children's phonics knowledge and gives the school a picture of where children may be excelling or requiring extra support.
- The test contains 40 words. Some of these words are real words and some are 'non-words' or 'nonsense/alien words'. Children will be prepared for the fact that some of the words will not be real words and these words are identifiable during the test by having a small image of an alien next to them. These 'non-words' are important
- because all children will need to use their decoding skills to read them as they will have not been learnt by sight.



Phonics Screening

- The test will take around 10 minutes per child, although children are allowed to work at their own pace and there is no time limit. If your child is struggling, the teacher can stop the check. Each child will sit one-to-one with an adult and will be asked to read the 40 words out loud.
- We will report the results of the Phonics Screening Check to parents before the end of the summer term.
- We will advise you on how your child has scored and if your child has struggled to meet the expected standard in the test.
- Children who do not pass the Phonics Screening Check in year 1 will usually go on to retake it in year 2.



What can I do to help?

- Parents play an enormous part in fostering a love of books and an enjoyment of reading in their children.
- Play lots of listening games at home with your child.
- Read with your child as often as possible. Read to them and get them to read to you.
- When you listen to your child read, allow them time to attempt to decode unfamiliar words using the strategies they have learnt in school, before jumping in to help them. If they continue to struggle you may support them by pointing out the sounds (not the letters) in a word. For example, the word 'sheep' would be 'sh-ee-p.'
- When you read to your child, model how you would attempt an unfamiliar word, discuss the meanings of the words that you and your child are reading and remember that it is very important to pronounce the words correctly.



What can I do to help?

- Encourage them with plenty of praise and try to make your reading time enjoyable.
- Play lots of word games like 'I Spy' and 'Hangman'.
- Help your child with their reading by identifying the different sounds in words. For example, in 'cat', say 'c-a-t', then blend these sounds together to say the word 'cat'.
- Discuss the meanings of the words that your child is reading.
- Always remember you can talk to your child's teacher.



Handwriting

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

In Year 1, we use the pre cursive handwriting style where we start each lower-case letter on the line.

This is the start of the joined up writing that children will use in Key Stage 2.

It can seem tricky at first but when children get the hang of it they produce neat handwriting and it helps them further up the school.



Thank you for coming!

Please feel free to
speak to us before
you leave.

