

# Key Stage 1 Reading Meeting

1<sup>st</sup> October 2024



# Everything starts with reading...

*Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.*

(Letters and Sounds Principles of Practise of High Quality Phonics)

Reading opens the door to so many aspects of learning and parents are such an important role model for children when developing as a reader.

# What is phonics?

Phonics is the link between letters and the sounds they make.

Although there are 26 letters in our alphabet the English language has 44 phonemes (speech sounds).

A **phoneme** is the smallest unit of **sound** that make up a word.

# What is Phonics?

A **grapheme** is the written representation of these phonemes.

Graphemes can be written using either:

- A single letter
- 2 letters – digraph
- 3 letters - trigraph

# Read Write Inc (RWI)

Read Write Inc is a highly structured programme working through progressive phases. Assessment takes place every half term and this determines book band.

Children are taught:

- ▶ The full range of common letter/sound correspondences
- ▶ Learn to hear separate sounds within words (segment to write).
- ▶ Learn to blend sounds together (blend to read).
- ▶ Read *tricky words*



# Blending to read

Children are taught to produce the sounds accurately so that the children can blend them together to read a word

‘Shwa’- The technical term for the ‘uh’ sound we add at the end of a phoneme

Mmmm not muh

Sssss not suh

Lllll not luh

Videos showing the correct pronunciation can be found at:

[www.oxfordowl.co.uk/for-home/reading/phonics-made-easy](http://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy)

# Red Words

There are many words that **cannot** be blended or segmented. These become a focus later in the year.

Set 1

to the no go I into

Set 2

he she we me  
be was my you  
her they all are

## Red Words

I  
of  
my  
to  
the  
no  
go  
into  
he  
she



# RWI progression

## Year 1

Term	Number of sounds expected	Sounds that are expected <i>New sounds for the term are highlighted in blue</i>	RWI Group
End of Autumn 1	47	m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ll ss ff ck ay ee igh ow ee ee ar or air ir ou oy	Purple
End of Autumn 2	52	m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ll ss ff ck ay ee igh ow ee ee ar or air ir ou oy ea oi a-e i-e o-e	Pink
End of Spring 1	58	m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ll ss ff ck ay ee igh ow ee ee ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow	Orange
End of Spring 2	64	m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ll ss ff ck ay ee igh ow ee ee ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure	Yellow
End of Summer 1	69	m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ll ss ff ck ay ee igh ow ee ee ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e	Yellow
End of Summer 2	75	m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk ll ss ff ck ay ee igh ow ee ee ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e ue ie ph wh kn e	Blue

# RWI progression

## Year 2

Term	Number of sounds expected	Sounds that are expected	RWI Group
End of Autumn 1	75	m a s d t i n p g o c k u b f e l h r j v y w z x <b>ck th ch qu ng</b> <b>ck ll ss ff ck ay er ign ow or or-ar or air id qu ay</b> <b>er oi e-e i-e o-e u-e aw are ur</b> er ow ai <b>er ew ine ear ure</b> <b>tions tion cions au e-e ur ign ch wh tr e</b>	Blue
End of Autumn 2	75	m a s d t i n p g o c k u b f e l h r j v y w z x <b>ck th ch qu ng</b> <b>ck ll ss ff ck ay er ign ow or or-ar or air id qu ay</b> <b>er oi e-e i-e o-e u-e aw are ur</b> er ow ai <b>er ew ine ear ure</b> <b>tions tion cions au e-e ur ign ch wh tr e</b>	Grey
End of Spring 1	75	m a s d t i n p g o c k u b f e l h r j v y w z x <b>ck th ch qu ng</b> <b>ck ll ss ff ck ay er ign ow or or-ar or air id qu ay</b> <b>er oi e-e i-e o-e u-e aw are ur</b> er ow ai <b>er ew ine ear ure</b> <b>tions tion cions au e-e ur ign ch wh tr e</b>	Grey
End of Spring 2	75	m a s d t i n p g o c k u b f e l h r j v y w z x <b>ck th ch qu ng</b> <b>ck ll ss ff ck ay er ign ow or or-ar or air id qu ay</b> <b>er oi e-e i-e o-e u-e aw are ur</b> er ow ai <b>er ew ine ear ure</b> <b>tions tion cions au e-e ur ign ch wh tr e</b>	Comprehension
End of Summer 1	75	m a s d t i n p g o c k u b f e l h r j v y w z x <b>ck th ch qu ng</b> <b>ck ll ss ff ck ay er ign ow or or-ar or air id qu ay</b> <b>er oi e-e i-e o-e u-e aw are ur</b> er ow ai <b>er ew ine ear ure</b> <b>tions tion cions au e-e ur ign ch wh tr e</b>	Comprehension
End of Summer 2	75	m a s d t i n p g o c k u b f e l h r j v y w z x <b>ck th ch qu ng</b> <b>ck ll ss ff ck ay er ign ow or or-ar or air id qu ay</b> <b>er oi e-e i-e o-e u-e aw are ur</b> er ow ai <b>er ew ine ear ure</b> <b>tions tion cions au e-e ur ign ch wh tr e</b>	Comprehension

# Helping Your Child at Home

Read with and  
to your child  
every day.

Look for and encourage  
opportunities to read,  
such as by reading  
signs, menus or  
shopping lists.



Talk lots about the books  
you share.  
Asking questions will help  
to develop your child's  
understanding.

Play games with  
sounds and words.

# Reading Books

## (sent home every Friday)

- ▶ Children will bring home 1 reading book each week, these will be changed **every Friday**. We expect at least 3 reads per week and these will not be changed if this hasn't been reached.
- Reading books have 90% decodable words so children can use their blending skills to read the books.
- Record in reading diary- if it is not logged, we can't change it
- These books are matched directly to the assessment level and are carefully chosen- all children learn at different rates
- By the end of the week, your child will probably be able to read their book by just looking at the words as a whole, this is called fluency and this is the aim!

# Library Books

(sent home every Friday)

- ▶ Designed to promote reading for pleasure/ used as a bed time story
- ▶ Children are not expected to read these- they are too challenging!
- ▶ Does not need to be logged in reading record
- ▶ Will be changed on a **Friday**



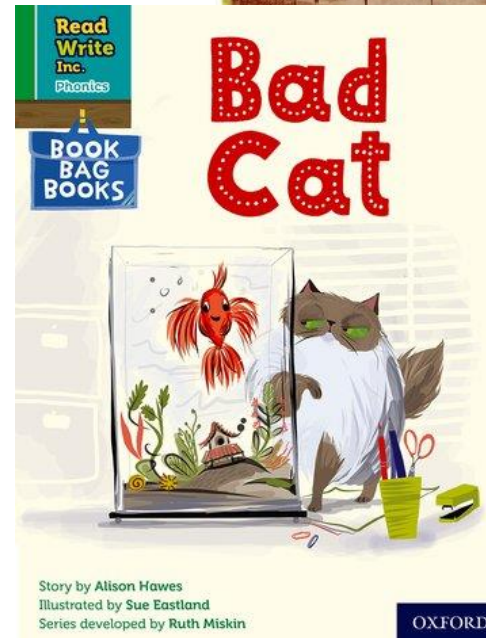
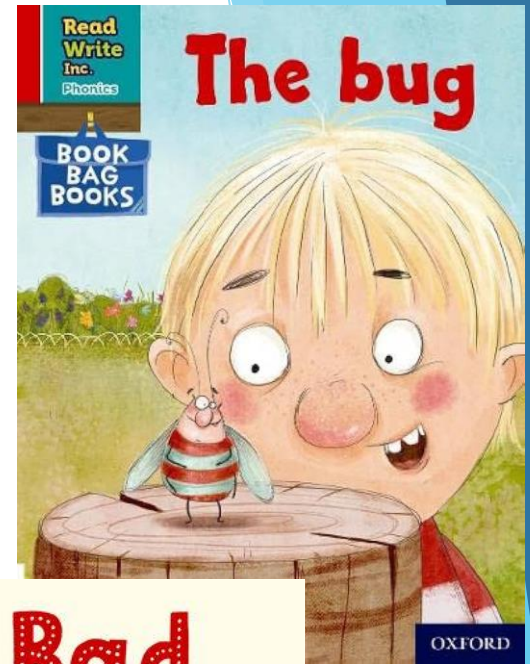
# QR codes (sent termly)

<https://schools.ruthmiskin.com/training/view/LRx86DdP/HsBi255x>

To support your child learning their Set 2/ Set 3 sounds  
at home.

# Red, Green & Beyond!

- ▶ Sentences which include diagraphs
- ▶ Children should be reading independently by this point and building fluency and comprehension



# Useful websites:

- ▶ [www.oxfordowl.co.uk/for-home/reading/phonics-made-easy](http://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy)
- ▶ [www.phonicsplay.co.uk/](http://www.phonicsplay.co.uk/)
- ▶ [www.ictgames.com/](http://www.ictgames.com/)



# Thank you for coming!

▶ Any questions?

