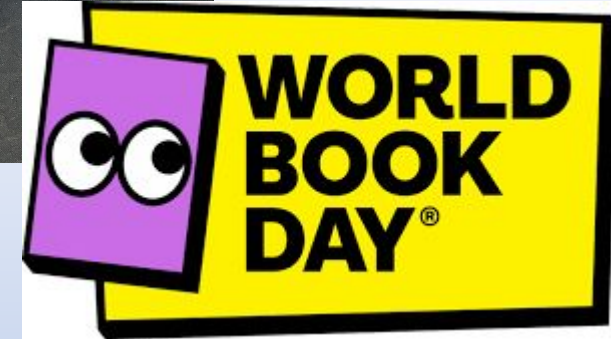




Year 1 Reading and Phonics Meeting 21st April 2026

Reading for Pleasure



Reading intent:

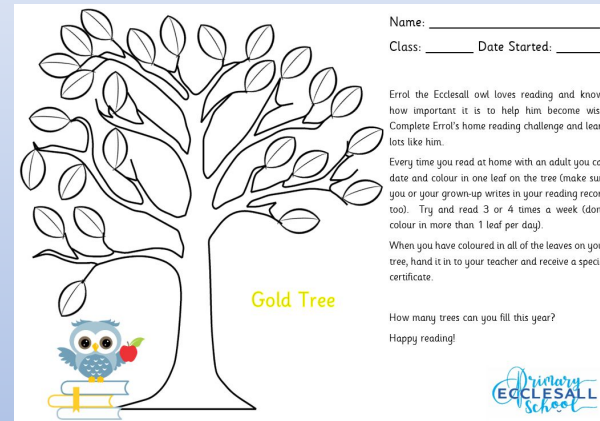
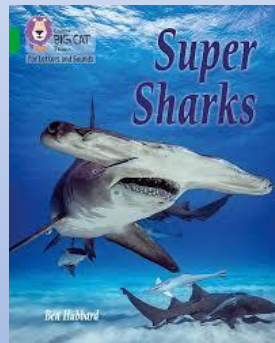
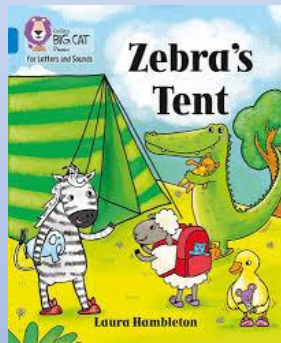
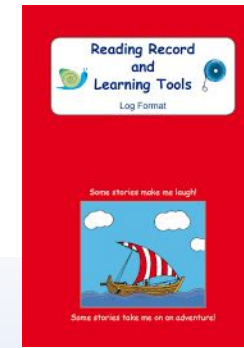
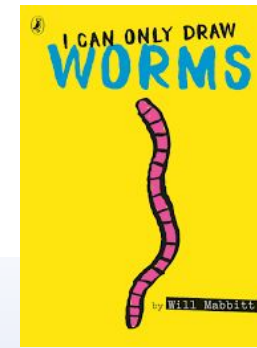
- To make reading irresistible for all children
- To develop a lifelong love of reading, books and authors.
- Reading will always be prioritised so that children become motivated, fluent, skilled and attentive readers,
- To support this there are:
- Recommended reading books across school in every class - much of our learning is based around these books
- Teachers read at storytime across school
- We take part in National Storytelling Week, World Book Day and National poetry day,
- We have visiting authors/ poets to come in and work with the children



Reading at Home

In your child's book bag you should have...

- A reading for pleasure book (from the school library or classroom)
- Your child's red reading record book (this is for teacher and parent comments)
- Your child's reading book



Children keep their book for a week so they can read it a few times at home to build confidence and fluency. It's important to read books a few times to develop pace and fluency, then use expression and answer questions when they are familiar with the text.

If your child is reading fluently then their focus is reading for meaning - in reading sessions we ask questions, practise finding information, discuss word meaning, predict what might happen and retell key points.

Practise reading these tricky words:

want	where	who	thought	laughed
work	through	house	many	because

Practise reading these words containing sounds you know:

stone	found	acorn	hotel	child
basic	potato	wild	bone	sound

- Sometimes we send words to practise at home

Phonics and Reading

Our systematic phonics programme is Twinkl Phonics

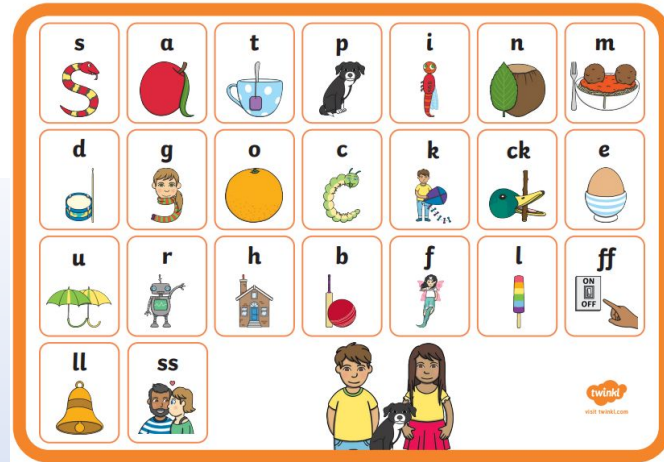
A story based programme, taught daily focusing on reading and spelling.



Phonics and Reading

Level 2 - Reception Autumn Term

- To orally blend & segment
- Learn Level 2 Grapheme Phoneme Correspondence (GPC) - seeing the grapheme and saying the phoneme
- Use letters for blending for reading & segmenting for spelling.
- Begin recognising tricky words such as: the, to ,no , go, I



sat



Level 3 - Reception Spring Term



- Hear, say & recognise the remaining letters of the alphabet-j/v/w/x/y/z
- Continue blending & segmenting words.
- Learn consonant & vowel digraphs such as sh/ch/th & ee/oo/ai and trigraphs e.g igh, air
- Introduce letter names
- Continue to read & spell tricky words such as he, she, we, be



shop

Sounds Level 3

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

Tricky Words

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

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Level 2 and 3 Actions



s
Make a snake's head with your hands and wiggle your body like a snake!



a
Pretend to bite into a crunchy apple.



t
Pretend to stir a teaspoon around a teacup.



p
Make one hand into a puppy's head and pat it with your other hand.



i
Flap your hands like an insect's wings.



n
Make your fist into a nut and tap it.



m
Yummy! Rub your tummy.



d
Pretend to play your drum kit.



g
Pretend to wrap your scarf like Gabi.



o
Pretend to squeeze a juicy orange.



c
Wiggle your finger like a caterpillar.



k
Pretend to spread your hand like a kite and fly it in the air.



ck
Make a duck's beak with your hands and pretend to pick up sticks.



e
Make an egg with one hand and tap it with the other.



u
Make one hand into an umbrella and sprinkle rain on it.



r
Move your arms like a robot.



h
Pretend to open the door of the house.



b
Pretend to throw and catch a ball.



f
Pretend to wave a magic wand.



l
Pretend to lick an ice lolly.



ff
Pretend to switch off the light.



ll
Pretend to ring a bell.



ss
Blow a kiss.



j
Sweep your hand up like a jumbo jet taking off.



v
Draw a v shape on your chest to show the V-neck of the vest.



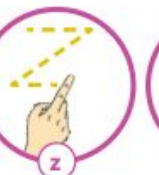
w
Make waves with your hand.



x
Hold one hand like a map and draw an x on it.



y
Pretend to raise and lower a yo-yo.



z
Draw the zigzag path in the air.



zz
Make a buzzing bee with your hand and draw two zigzag paths.



qu
Give a royal wave.



ch
Use your thumb and forefinger to make a chick's beak.



sh
Put a finger to your lips.



th
Put your forefingers on your head and wiggle your moth's feelers.



th
Stroke your hand on your cheek like a soft feather.



ng
Tap your ring finger.



ai
Draw a spiral snail's shell.



ee
Make mouse whiskers.



igh
Hold one arm across your body as if holding a shield and pat it with your other hand.



oa
Pretend to row your boat.



oo
Point at the moon.



oo
Pretend to open a book.



ar
Make twinkly star fingers.



or
Pretend to press a car horn.



ur
Pretend to open a purse.



ow
Pretend to squeeze the squirty flower on your coat.



oi
Flick your thumb as if tossing a coin.



ear
Cup your hand around your ear.



air
Hold a chair, move it in and out from a desk.



ure
Swing your arm like a pirate.



er
Pretend to sneeze!

Level 4 - Reception- Summer Term

- Continue to read & spell more challenging decodable words such as polysyllabic words e.g laptop.
- Blend & segment words with adjacent consonants such as cl, fr, sw
- Continue to read & spell tricky words

star



Level 4 Tricky Words

said have like so

do some come

little one

there were what

out when

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Level 5

In Year 1 we focus on Level 5 and continue to teach daily phonics sessions, usually introducing 1 or 2 sounds a week. We recap on sounds and words from previous levels and sessions and the children use their phonic knowledge to read and spell unfamiliar words. This might be on white boards on the carpet or in books at the tables. In some sessions we practise writing these words in a 'dictated sentence' - here we read a sentence on the board, spot any sounds we have been learning and any tricky words, count the words and say the sentence again. Then we cover the sentence and have a go at writing it. We then check our sentences one word at a time. We start to read longer 2 and 3 syllable words e.g. dolphin and substitute.



- Continue to give the phoneme, when shown any grapheme that has been taught and write common graphemes for the given phoneme
- Use phonic knowledge and skills to read and spell unfamiliar words
- read and spell phonically decodable two-syllable and three-syllable words such as:



dolphin substitute

Below the word 'dolphin', there are six blue dots. A horizontal line is drawn under the 'ph' part, starting from the second dot and ending at the fifth dot. Below the word 'substitute', there are ten blue dots. A blue smiley face is drawn under the 'tute' part, with its mouth opening between the eighth and tenth dots.

These are the 38 sounds that we learn in Level 5, beginning with pray ay.

Each sound has an action linked to it, as in previous Levels.

Some of the sounds that children find trickier are the split digraphs.

A split digraph is a two-letter grapheme that makes one sound but is separated by a consonant, often referred to as "magic e" or "silent e".

The trailing 'e' forces the starting vowel to produce a long sound (its name) rather than a short one.

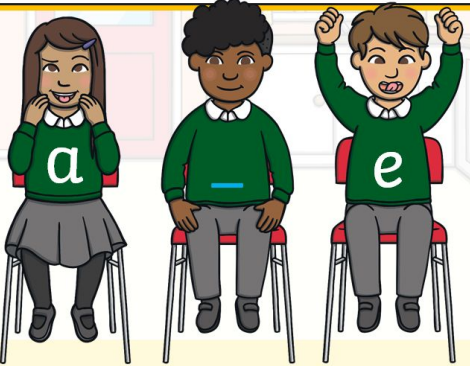
Common split digraphs include a-e (cake), i-e (slide), o-e (bone), u-e (cube), u-e (flute) and e-e (trapeze),

In the Twinkl programme we refer to split digraphs as 'cheeky partners' - they are too cheeky to sit next to each other so they have to have a friend (or another letter) to sit inbetween them.

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	ew  screw	ew  stew	y  sunny
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core		

Teach

The **a** and **e** in the split digraph **a_e** are cheeky partners. When **a** and **e** work together, they say /ai/. **a** and **e** are too cheeky to sit together, so they have to have a letter sitting between them.



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Actions



Level 5



ay

Put both hands calmly to your chest.



oy

Make a circle with the fingers of each hand and place them together to sign 'b' for boy.



ie

Pretend your fist is the knot of a tie and put it on your chest.



ea

Flutter your hand like a leaf blowing around on a tree.



a_e

Hold both your hands flat in front of you and pretend to blow out the candles on a cake.



i_e

Slide your arm down and across in front of you.



o_e

Touch a bone in your forearm.



u_e

Make a cube with your hands.



u_e

Pretend to play a flute with both hands.



e_e

Pretend to hold onto a trapeze bar above your head.



ou

Point to your mouth.



a

Pretend one clenched fist is an acorn and cup it in your other hand.



e

Make a set of balance scales with your arms and pivot your elbows up and down until they are equal.



i

Show your teeth and claws like a lion.



o

Stack your hands in turn one above the other, to build a tall hotel.



u

Place your hands together like a unicorn horn on your forehead.



ch

Pretend to hold a chef's bowl in one hand and mix it with a spoon in the other.



ch

Open and close each hand in turn, like lights flashing on a Christmas tree.



ir

Place one fist on top of the other, to sign 'g' for girl.



ue

Hold your hands and upper body very still in a statue pose.



ue

Hold one hand flat like paper as you pretend to slide a glue stick along it in the other.



ew

Pretend to screw your finger into your other hand.



ew

Pretend one hand is a bowl of stew and scoop some out, using the other hand as a spoon.



y

Move your hands in a sunny arc above your head and wriggle your fingers like sunbeams.



aw

Move your hand back and forth in a sawing motion.



au

Flutter both of your hands downwards like two falling leaves in autumn.



ow

Pretend to pull a window wide open.



oe

Point to your big toe (can be through your shoes).



wh

Pretend to hold a steering wheel and drive a car.



c

Pretend to make tall buildings with your forearms.



g

Point to a gem on top of your ring.



ph

Make a leaping dolphin with your forearm.



ea

Pretend to slice a loaf of bread.



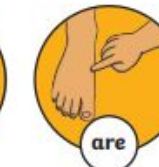
ie

Make a shield by crossing both arms in front of you.



tch

Make a witch's hat on your head with your hands.



are

Point to your bare foot (can be through your shoes).



ear

Pretend to hold and bite into a pear.



ore

Pretend to bite into an apple core made with your finger.

- Read all tricky and common exception words
- Spell Level 2, 3 and 4 tricky words and most Level 5 common exception words
- Use alternative ways of representing the long vowel phonemes
- Form each letter correctly

Also in Level 5...

Children learn to read and write the 'common exception words'

In reception these were referred to as 'Tricky words' - we say both in Y1 as we are still focusing on spelling the ones from previous levels.

In English lessons and in the writing area in Y1 classrooms children have these available on word mats to use at all times to support their writing (show word mats). They are also displayed on the wall.

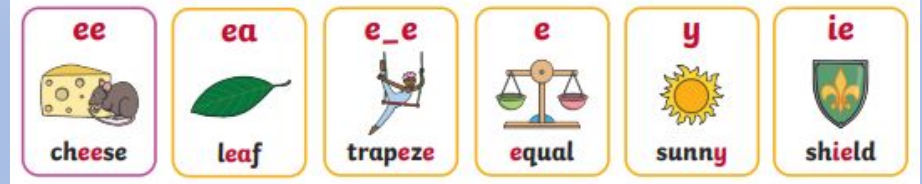
We learn alternative ways of representing the long vowel phonemes (a, e, i, o, u).

We refer to these as 'sound families'.

Level 5 Common Exception Words

could	should	would	want	oh	their	Mr	Mrs	love	your
people	looked	called	asked	water	where	who	why	thought	through
work	house	many	laughed	because	different	any	eye	friend	also
once	please	live	coming	Monday	Tuesday	Wednesday	brother	more	before
January	February	April	July	scissors	castle	beautiful	treasure	door	floor
bought	favourite	autumn	gone	know	colour	other	does	talk	two

My ee Sound Family



children also learn to form each letter correctly.
We have separate handwriting session each week.

From year 1 onwards we use the 'Achieving Excellence in Handwriting' approach, developed by Martin Harvey and Debbie Watson.

The handwriting style that the children will develop throughout school is semi-cursive.

It is simplistic, but very clear, and it does not have the 'loops' or 'lead ins' which are features of more complex handwriting styles.

In year 1 we focus on understanding:

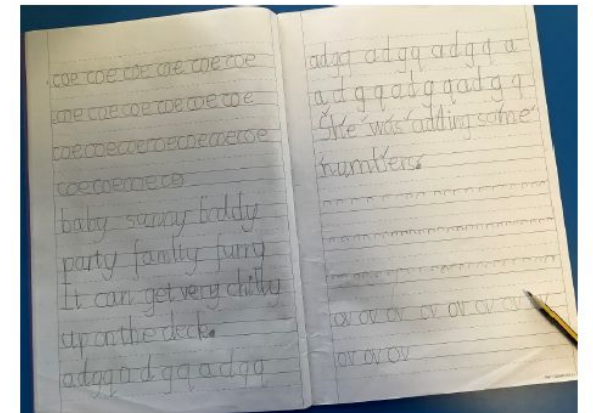
- The handwriting lines and where to place letters on them
- The height of each letter (tall, short, tail, teenager, greedy)
- Where to start and finish each letter
- Writing letters in printed form (not joined)

We also focus on learning the correct vocabulary to use when describing letters.

This parent information booklet is available on the school website in the Y1 curriculum area:



Year 1 Handwriting Guide



ISHA

Improvement in Schools Through Handwriting and Art

- Parent information sheets and bookmarks are sent home every week.
- Please share the words with your child and practise the activities.


Spelling Patterns

ow saying /oa/
oe saying /oa/


low	toe
slow	hoe
window	doe
own	goes


Common Exception Words

thought through



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This week, we have been learning to read and write words containing **ow** and **oe** saying /oa/. 


ow This spelling can be used anywhere in the word, but it is usually used when the /oa/ sound is at the end of a word. 

ow and **oe** are part of the /oa/ sound family

oa o_e o ow oc

oak rose open own toe

own bowl pillow

oe This spelling is usually used when the /oa/ phoneme is at, or near, the end of a word. 


oe **oe** are part of the /oa/ sound family

oa o_e o ow oc


oak rose open own toe

coach stone pony bowl potatoes


go pillow




Picture
ow saying /oa/ as in **window**.




Action
Show the action for **ow**.




Formation
Follow the arrows and finish at the dots.



Picture
oe saying /oa/ as in **toe**.



Action
Show the action for **oe**.



Formation
Follow the arrows and finish at the dots.

Sentence Reading Activity

Read the sentences below. Colour the **ow** and **oe** saying /oa/ words in different colours. Are there more **ow** words or **oe** words?

Joe once broke his toe when he fell in the snow.
There is a very slow snail below the window.
You can get the hoe and I will mow the grass.
I like to grow potatoes in my garden.


Focus Words

low slow window own toe hoe doe goes

Common Exception Words

We have been learning to read: once please	We have been learning to spell: thought through
---	--

Grammar This week, we have been revisiting the use of **and** as a joining word.



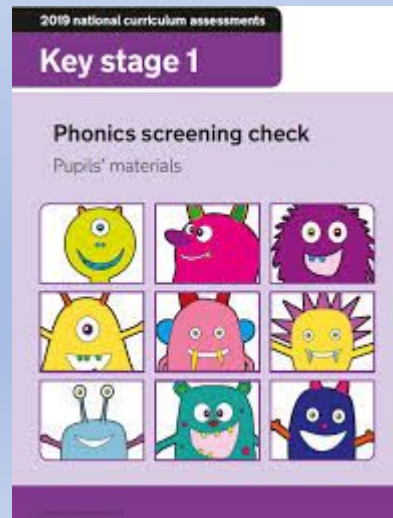
Mum reminds us that we can use the joining word **and** to join words and sentences together, just like when she joins hands with Kit and Sam.

Activity Can you use **and** to join the two sentences below?

She threw a stone at the shop window. The owner was not happy.

Phonic Screening Check

- In June, all year 1 children are expected to complete the Year 1 Phonics Screening Check.
- The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words (nonsense words can also be referred to as 'pseudo' or 'alien' words).



In Y1 all children are expected to complete a Phonics Screening Check.

The phonics screening check is designed to allow schools to assess whether children have made expected progress within their phonics learning. 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.

This usually takes place in June.

Children throughout the country will all take the test during the same week.

If they are absent from school during that week, they will take it within the specified time frame.

Children in year 2 will also take the check if they did not achieve the required outcome when in year 1 or if they have not taken the test before.

The phonics screening check is designed not to be stressful for your child.

It is not referred to it as a 'test'.

It is carried out by the class teacher.

We have prepared children well for it and they are used to reading words in this way (we incorporate phonics screening practise into everyday teaching in English/ Phonics/ Reading)

The test contains 40 words. Some of these words are real words and some are 'nonsense words' also referred to as 'pseudo' or '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 'alien-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.

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.

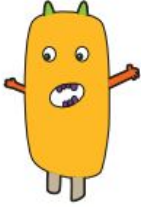
Schools must report the results of the phonics screening check to parents before the end of the summer term.

We usually send out these results along with your child's annual report.

Children who do not pass the phonics screening check in year 1 will go on to retake it in year 2, unless there are mitigating circumstances. There will be continued support for those children who do not pass the screening check.

Here are some examples of 'alien' and real words from previous Phonics Screening Checks
Children may add sound buttons to the words to help decode them.
They may want to use their 'robot arms' to segment and blend them, like we do in class.
It is important that they blend the sounds together and say the whole word for it to count.

yech



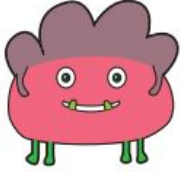
sleft



delay

spelt

quog



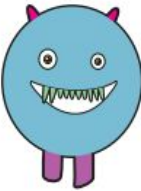
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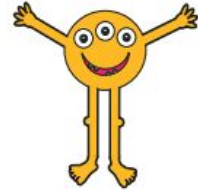
statue

floats

loip



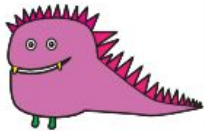
spleg



counter

scrub

chuss



strume



grateful

scribe

Encourage your child to practise putting the sound buttons on real and alien words. They then need to 'sound talk' and 'blend the words together'. Encourage them to take their time, look at the sounds and the words carefully. Alien words won't sound like real words and real words will make sense. Watch out for your child swapping the letters round in words to make sounds they have learnt e.g.

- in the alien word 'brend' swapping the letters re to make er and reading the word as 'bernd'
- in the alien word 'krid' swapping the ri to make er and reading the word as 'kird'

If your child does this, point out that they have swapped the letters and ask them to have another go.

Sound buttons explained:

If the sound in a word comes from a single letter, they just need to dot underneath, if a sound is made by two or three letters together they draw a line under those letters. If the sound is made by two letters that are split apart, they draw an arc from one to the other going under the letter in between.

Example below:

pig



light



plate



chest



How can you help at home?

- Develop a reading routine.
- Share school reading books and reading for pleasure books with your children.
- Give children plenty of opportunity to read aloud.
- Practise the sounds/words sent home.
- Help your child practise putting sound buttons on real and alien words (we will send packs home this week). Then blend and say the whole word.
- Go to the library to let your child choose books that they enjoy.
- Practise reading words when out and about e.g. on signs, menus...
- Play lots of word games like 'I Spy' and 'Hangman'.

Questions to Ask

- Where does the story take place?
- Is there a main character?
- Would you like to have a friend like this character? Why?
- How did you feel during different parts of the story, what made you feel like this?
- What part of the story did you like/dislike the most? Why?
- Have you read any other stories which were similar?
- What do you think these words mean?
- What part of the book was the saddest, funniest or most interesting?
- Did the pictures help you to understand more about the story? Why?
- What questions would you like to ask the author?
- Do you think other children would like this book?

Statutory requirements Word reading (From the National Curriculum)

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading