

English Workshop

Year 1

Phonics – phase 3, phase 4 and phase 5

Reading – decoding words and comprehension

Writing – sentences, spellings, grammar, punctuation, handwriting

Help at home

Useful websites, games and resources



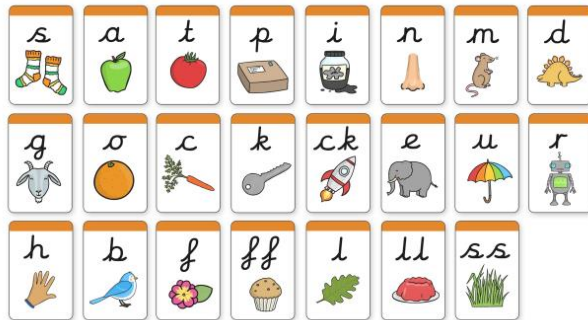
Phonics so far....

Phase 2 and 3 Recap

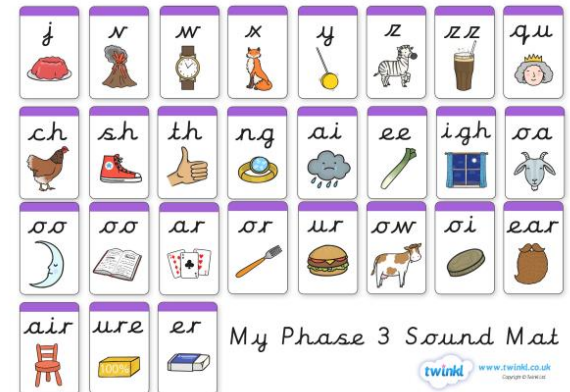
- Using sounds to read words - blending
- Using sounds to write words - segmenting

Let's read a word

ship



My Phase 2 Sound Mat



My Phase 3 Sound Mat

Phonics so far - Phase 4

- More complex blends

sl ee p

br i ng

sn ai l

tw i st

- Moving on to reading words with 2 or more syllables























windmill

sandpit

Now Starting Phase 5

New sounds

My 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 	*even	

Phase 5 Alternative spellings

Vowel Sounds

ur

odour
bird
pearl
stern



ai

weight
grey
snake
crayon



or

pour
dinosaur
saw
walk
haunted



ear

deer
sphere



e

bread



u

could
brother
book
double



igh

pie
slide
sky
lion



oa

toe
no
throw
bone



i

pyramid



oo

chew
tube
glue
fruit
flute



air

hare
pear



ow

mouse



ee

even
donkey
happy
beads
thief



ar

calf



oi

boy



Phonics Screening Check

- Reading 40 words
- Can sound out each word when reading
- Alien words and real words
- Children need to be confident at spotting digraph/trigraph sounds when reading

jound

- Longer words - break in half/syllables
dentist



voo



jound



terg



fape

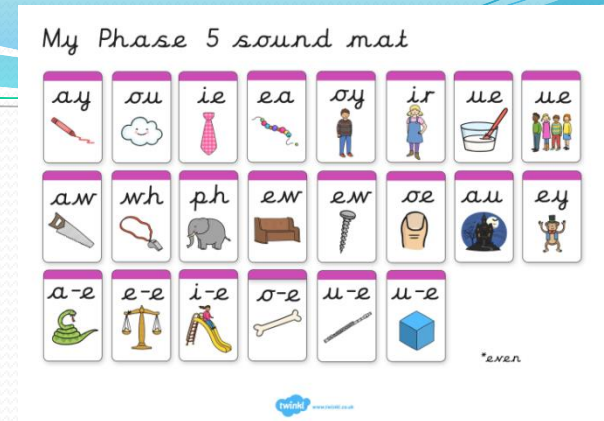
Reading

A combination of:

- loving books
- word reading
- comprehension

Word reading

- Using phonics to sound out words



- High frequency words

Year 1 and 2 Common Exception Words

Year 1

the
a
do
to
today
of
said
says
are
were
was
is
his
has
I
you
your

they
be
he
me
she
we
no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold

gold
hold
told
every
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass

plant
path
bath
hour
move
prove
improve
sure
sugar
eye
could
should
would
who
whole
any
many

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas
everybody
even

- Re reading to build fluency

- Modelling and learning expression when reading

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

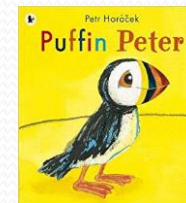
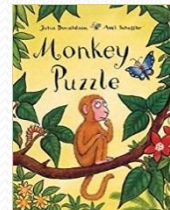
door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

COMPREHENSION

I understand
what I read.

Comprehension

- Whole Class Guided Reading
- Using engaging stories and pictures
- Asking questions and encouraging children to comment and ask questions
- Linking to similar stories
- Linking to stories by the same author



Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you say another _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you repeat this word what it means?

How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you find any other words in your opinion _____?



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Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?



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Reading characters

Sequencing Suki might ask...

How/where does the story start?

Who do you meet first?

Put these sentences in the order they happened...

What happened next/in the middle/at the end of _____?



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Predicting Pip might ask...

What do you think will happen next?

Where do you think will go next?

What do you think will say/do next?

What do you think this book/section/chapter will be about?

What features might you expect to see in this sort of text?

How do you think this will end?

Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?

What sentence or phrase do you think will come next?

Draw what you think is going to happen next.

What do you think the next step will be?

Write three questions you would like to find the answer to in this text.

What could happen when _____?

What might _____ do if _____?

What do you guess could _____?



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Inference Iggy might ask...

What do you think _____?

What do you think _____?

Why does the author use the word _____ here?

What effect did the author want to create by _____?

How do you think the author feels about _____? Find the words or sentences to back this up.

in _____?

Why do you think _____?

Where do you think _____?

Can we work out how _____ feels about _____?

feel _____?

Which bit made you feel _____?

Can you describe how you felt when _____? Why?

Why do you think he/she _____?

I've just found out _____.

What can we guess about where/when this is taking place?

What would _____ say if _____?

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Reading help at home

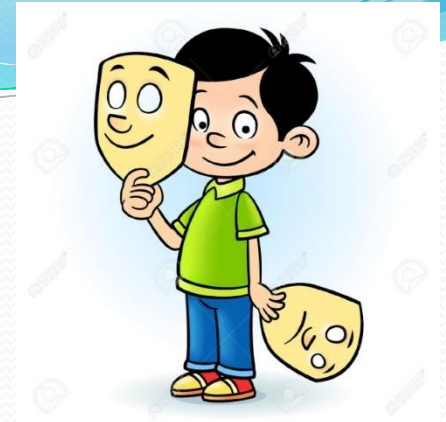
- Books sent home from school - library (reading for pleasure), colour banded book (reading skills).
- Reading as often as possible.

Books, magazines, comics, newspapers.

- Daily story time - bedtime routine (you read to them)
- Start Your Day With a Book
- Library, Book shops
- Out and about reading - door signs, menus, birth cards, posters in shops
- LGFL website
- Please fill in the reading record.

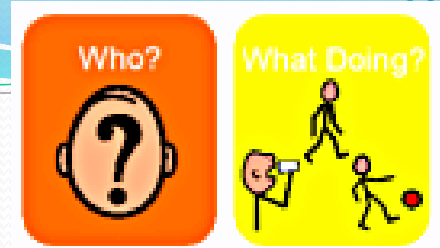


Ideas for writing



- Encourage talking
- Role play i.e shopping
- Purposeful - thank you letters, invitations, shopping lists.
- Inspiration station
- Picture News
- Fun ideas for spelling test practise - ideas stuck in spelling book
- Handwriting/simple sentence writing (encourage children to use their own sounds, not to copy an adult)

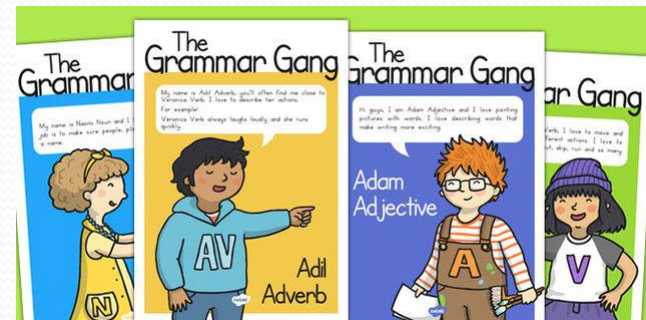
Skills for writing



- Simple sentences - capital letters, full-stops, finger spaces,
- Memory - Holding a sentence in your head
- Applying phonics knowledge
- Handwriting - learning cursive

Spelling & Grammar

- Spelling common exception words
- Grammar - tenses: past present future, types of words - nouns, verbs, adjectives and adverbs, conjunctions
- Joining ideas - and, because, so



Each child has a login
www.lgfl.net

→ learning-resources

→ SUBJECT OR
KEYSTAGE

→ English/Literacy

→ KS1

Talking Stories 1

2 simple



FAIRYTALES



bett
AWARDS 2017
WINNER

era
2017 WINNER

Useful websites

- Any games which involve typing
- www.phonicsplay.co.uk

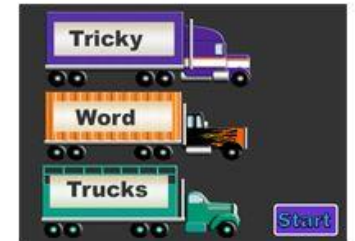


Look at the flashcard and say
sound. How quickly can you
Great for: Grapheme recogni

- KS1 Bitesize games: <http://www.bbc.co.uk/bitesize/ks1/>

- Teach your monster to read
<https://www.teachyourmonstertoread.com/>

- Mr. Thorne Does Phonics
You tube



A tricky word (and other HFW)
flashcards game.
Great for: Practising reading
tricky words.



Thank you for coming this morning!

We hope that you found this information useful.

We will upload this presentation on to the website.

We will continue to hold parent workshops during the year for different areas of learning.

Thank you for your continued support!