

Year 1 Reading Meeting
11.9.24

The year 1 day

1CK Class Timetable

	8:40 – 8:50	8:50 – 9:30	9:30- 10:30	10:30 – 10:45	10:45-11:45	11:45 – 12:45	12:45 – 1:00	1:00-2:00	2:00- 2:15	2:15 – 2:35	2:35 – 3:00	3:00- 3:10
Mon	Morning work/Registration/Meal Choice	SFA Phonics & reading	Maths	BREAK	English	LUNCH	P.E	PSHE	BREAK	PSHE		Home time/story/collective worship
Tues			English		Maths		Meditation & handwriting	Science		Science		
Weds			English		Maths		Meditation & handwriting	History/ Geography		English	Assembly	
Thurs			P.E		Maths		Meditation & handwriting	D.T/Art		D.T/Art	Music	
Fri			English		Maths		Meditation & handwriting	RE		ICT	Assembly	

Curriculum Overview

Year 1 Curriculum Overview

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lost and Found Fiction - Adventure Story	Nibbles: the Book Monster Recount - Diary	The Lion Inside Fiction - Journey	The Curious Case of the Missing Mammoth Fiction - Adventure	Toys in Space Fiction - Fantasy	Goldilocks and Just the C Fiction - Traditional
Number and Place Value Addition and Subtraction Geometry - Shape	Addition and Subtraction Measurement - Length/Height Multiplication and Division	Number and Place Value Measurement - Money Addition and Subtraction	Geometry - Position and Direction Multiplication and Division Measurement - Mass and Time	Number and Place Value Addition and Subtraction Geometry - Shape	Measurement - Volume, Mass Length and Height Multiplication and Division
What are bodies and what can they do? Do living things stay the same?		What are things made from? Do living things stay the same?		What is alive? Do living things stay the same?	
		All Around Me	UK and European Weather		The Four Seasons
Toys over Time				Transport and Travel	
	Drawing: Make Your Mark		Painting & Mixed Media: Colour Splash		Craft & Design: Woven
Food: Fruit & Vegetables		Textiles: Puppets		Structures: Windmills	
Ourselves Number	Animals Weather	Machines Seasons	Our School Pattern	Storytime Our Bodies	Travel Water
N/A					
We Are Treasure Hunters	We Are Publishers	We Are Publishers	We Are Rhythmic	We are Digital Artists	
Sending & Receiving Fundamental Movement Skills	Gymnastics (1AM/1CK) Dance (1) /Invasion	Yoga Target games	Ball Skills Dance (1) /gymnastics (1SH) Skirting & Fielding (1CK)	OAA Teambuilding Net & Wall Tennis	Skirting & Fielding - Crick 1AM Dance Athletics
Is a Christian and what do they believe?	What makes some places sacred?	How and why do we celebrate special and sacred times?		What does it mean to belong to a faith?	
Saw: Being me in my World Making everyone feel welcome, its, Rewards, Consequences	Jigsaw: Celebrating Difference Similarities, Differences, Bullying, Making Friends	Jigsaw: Dreams and Goals Success, Strengths, Teamwork	Jigsaw: Healthy Me Healthy Eating, Cleanliness, Road Safety, Medicine	Jigsaw: Relationships Family Members, Making Friends, Greetings, Loving Myself	Jigsaw: Changing Life Cycles, Babies to M Boys' and Girls' Bo
		1CK Class Assembly	1SM Class Assembly	1LB Class Assembly / Mad Science	
local church - RE	Pantomime/ Animal Visit	Puppet show- DT		History- Transport Museum	

Homework Expectations

We expect your child to read **every day** at home **with an adult**. Your child will be provided with a reading diary which should be used to add a short note to say how they did and any words they struggled with. Additional homework may be set as needed throughout the year. Your child needs to bring their book bag, reading book and reading diary in to school every day.

Start of the day

Children need to be in the line outside at 8:40am - so they are ready to start their morning work at 8:45am.

Gates open at 8.35am and shut shortly after 8:40am.

End of the day

•Gates open at 3:05pm and school finishes at 3:10pm.

We take children to the office at 3:20pm and the gate shuts.

What if it's raining?

Reading

Children will change their books once a week.
They need a bookbag in school everyday.



Success for All
Phonics



Parents/Carers
Guide to
Success for All
Phonics

www.fft.org.uk/phonics



DFE Validated



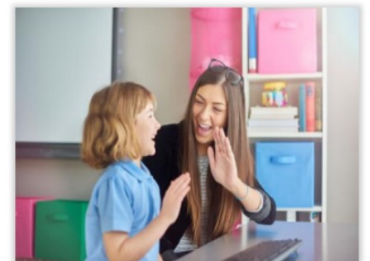
Success for All
Phonics

Success for All Phonics

A proven systematic synthetic
phonics teaching programme,
validated in July 2021 by
the Department for Education













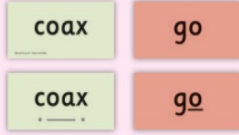

Why does my child's school need to use a programme for phonics and early reading?

- Schools have been using a range of programmes that teach phonics for over a decade, backed up by years of research to help children to read well as soon as possible.
- In winter 2020, the Department for Education decided it was important to have a new list of programmes they had checked that met a list of stringent criteria to be 'validated' systematic, synthetic phonics programmes, or SSP for short.
- Like other programmes, FFT Success for All Phonics was validated by the DfE and, after looking at all programmes available, our school have selected this as our chosen programme as we feel it's best for your child/ren.



Phase	Week	Focus GPCs	Phonic Step / Shared Reader	Hyperlink
	27	ow (cow) Common Alternatives: (/d/ ed; /t/ ed)	23	https://parents.fft.org.uk/S23_Not_On_the_Beds
	28	oi (boil) Common Alternatives: (/z/ ze se)	24	https://parents.fft.org.uk/S24_Too_Much_Noise
	29	ear (clear)	25	https://parents.fft.org.uk/S25_Dad-s_Shearing_Shop
	30	Consolidation Week	26	https://parents.fft.org.uk/S26_Ben_Sees_a_Chick
	31	air (hair)	27	https://parents.fft.org.uk/S27_It-s_Fun_at_the_Fair
	32	ure (pure, picture) Common Alternatives: (/v/ ve)	28	https://parents.fft.org.uk/S28_It-s_Cool_in_the_Pool
	33	er (batter)	29	https://parents.fft.org.uk/S29_Jim-s_Gift_to_the_Garden
Phase 4	34	Consolidation Week	30	https://parents.fft.org.uk/S30_Picnic_on_the_Common
	35	Consolidation Week	31	https://parents.fft.org.uk/S31_Jill-s_Peppers
	36	Consolidation Week	32	https://parents.fft.org.uk/S32_What_Can_I_Do_in_the_Summer
	Year 1 Term 1			
	1	Consolidation Week	33	https://parents.fft.org.uk/S33_On_the_Train_to_Troon
Phase 5	2	ay (play) Common Alternatives: (/ai/ a)	34	https://parents.fft.org.uk/S34_Thank_you_Sam
	3	ou (cloud) Common Alternatives: (/l/ le, el; /s/ st)	35	https://parents.fft.org.uk/S35_An_Outing_to_the_Woods
	4	ie (dried) Common Alternatives: (/l/ al, il)	36	https://parents.fft.org.uk/S36_Let-s_Sort_it_Out
	5	ea (cream) Common Alternatives: (/ee/ e)	37	https://parents.fft.org.uk/S37_Little_Peach

Resources Overview

Teaching Resources	Classroom Resources	Pupil Resources	Other Resources
<p>Programme Guide for School Leaders and Teachers</p> 	<p>Alphabet Cards Wall Set</p> 	<p>68 fully decodable Shared Readers</p> 	<p>Reading Assessment Programme</p> 
<p>Phonics Teacher's Manual</p> 	<p>Picture Sound Cards Wall Set</p> 	<p>Partner Practice Booklets</p> 	
<p>Shared Reader Teacher's Manual</p> 	<p>Letter Formation Cards</p> 	<p>Picture Sound Mats</p> 	<p>Tutoring with the Lightning Squad</p> 
	<p>Green and Red Word Cards</p> 	<p>Alphabet Letter Strips</p> 	

What will my child do in their daily lessons?


- Each day your child will spend time **revisiting phonemes and graphemes** to ensure they consolidate their learning before new content is introduced through teacher led activities designed to help them **orally blend, segment, read words and then sentences.**
- They will also learn the **alphabet and how to write letters in upper and lower case** before beginning to **write simple words and then sentences.**
- Additionally, they will have daily opportunities to apply their learning into **reading** beautifully written books in a Shared Reader lesson whilst also **discussing the text to develop their comprehension skills.**



Step 36

Year 1 – Term 1

ie (al, il)

	Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
	Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Spelling Practice	Write Words and Sentences
Day 1	ear air ure er ay ou	listen vulture freezer Saturday counter metal* Mr work can't class**	cloud › loud › laid › paid › pain › paint › point › joint	Tie your tie.  /igh/ ie	p-ie l-ie-s d-r-ie-d f-ou-n-d	d-ie l-ou-d s-p-ie-s f-r-ie-d	pie spies supplies	sigh lie high dies tied right	sure pie pound cried staying tries dinner fries
Day 2	ear air ure er ay ou	cured bumper sprayed shouting hospital* April* Mrs	clay › play › lay › lure › lair › chair › hair › hear	Review the Key Card for the new GPC.	t-ie-s d-ie-d t-r-ie-s p-ou-n-d	p-ie s-p-ie-d c-r-ie-s m-ou-th	dried tries fried	might light spies cries pie dried	'I'm frightened of the thunder and lightning,' she cried.
Day 3	ear air ure er ay ou	avoid stern swaying mountain fossil* sandal*	barn › burn › been › beep › seep › steep › stoop › stool	Review the Key Card for the new GPC.	t-r-ie-s s-t-air d-r-ie-s s-ou-n-d	t-ie-d f-r-ie-s t-r-ou-t s-p-r-ay	fries cried applies	died light flight lies frighten fried	Let's lie on the sand and look at the bright moon and stars.
Day 4	ear air ure er ay ou ie	Children read the words for Day 1 in their PPB for speed and fluency.	clear › clay › lay › lie › lied › died › dried › dries	Review any GPCs presented this week that the children need more practice with.	Practise Say it Fast to orally rehearse any words that the children need more practice with this week.	Practise Break it Down to orally rehearse any words that the children need more practice with this week.	Review any words that the children need more practice with this week (including CEWs).	fright dried fries slight supplies tight	Tie your boots up tight so you do not trip.
Day 5	ear air ure er ay ou ie	Children read the words for Day 2 in their PPB for speed and fluency.	year › dear › shear › shore › tore › store › star › start	Review any GPCs presented this week that the children need more practice with.	Practise Say it Fast to orally rehearse any words that the children need more practice with this week.	Practise Break it Down to orally rehearse any words that the children need more practice with this week.	Review any words that the children need more practice with this week (including CEWs).	night dries cried bright applied lightning	Can you get fries and apple pie?

* Teaching Point: Explain that 'al' and 'il' are other ways of spelling the /l/ sound.

** This may or may not be a Tricky Word according to regional accent.

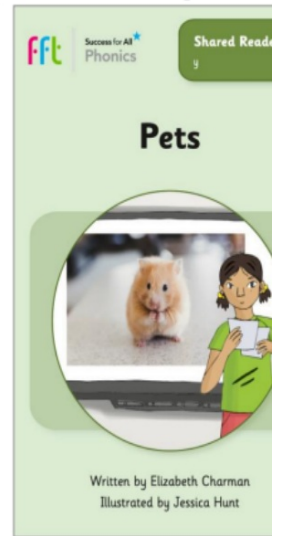
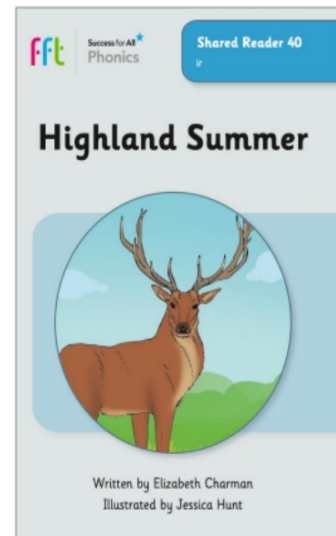
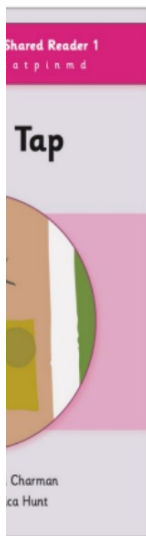
Learning Objectives:

Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Day 1	<p>Explore (2m)</p> <p>Preview</p> <ul style="list-style-type: none"> How does the world look different when it's raining? Who or what enjoys the rain? <p>Predict</p> <ul style="list-style-type: none"> What do you think Pip and Hafsa do in the rain? <p>Record and retain predictions to revisit at the end of the lesson.</p>	<p>Word Time (5m)</p> <p>Model Stretching and Reading with Green Words. If required, briefly explore new vocabulary such as 'drips', 'toadflax', 'hills', 'foams' and 'coax'.</p> <p>Select a Green Word with more than one syllable (e.g. 'toadflax') and model the Finger Detective strategy.</p> <p>Teach Red Words by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise Green Words and Red Words together.</p>	<p>Choral Read (10m)</p> <p>Model Fast Blending the words in the first sentence and use Stretch and Read where necessary in the rest of the story.</p> <p>Review using Finger Detective for two-syllable words.</p>	<p>Discussion Time (3m)</p> <p>Prediction Review</p> <ul style="list-style-type: none"> Did Pip and Hafsa do what you thought they would? Why/Why not? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>
	<p>Remember (2m)</p> <p>Review</p> <ul style="list-style-type: none"> When did Pip and Hafsa sit under the oak tree? When did Pip and Hafsa feed the toad? <p>Use Sentence Stem to support children to answer in full sentences.</p>	<p>Word Time (5m)</p> <p>Review Green Words using Stretch and Read and Finger Detective where appropriate.</p> <p>Review Red Words using the w 'trick' to sp Partn Word</p>	<p>Partner Read (10m)</p> <p>Children Partner Read. If necessary, use these questions to support</p>	<p>Discussion Time (3m)</p> <p>Summarise</p> <ul style="list-style-type: none"> Who else was under the tree?

Day 3	<p>Review (2m)</p> <ul style="list-style-type: none"> What is the weather like in this story? Why is the weather important for what happens next? What do Pip and Hafsa find out about toads? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>	<p>Word Time (5m)</p> <p>As appropriate, review Green Words and Red Words.</p> <p>Encourage Fast Blending of Green Words and targeted Red Word practice using Say-Spell-Say where appropriate.</p> <p>Partners practise Green Words and Red Words together.</p>	<p>Partner Read (10m)</p> <p>Children Partner Read the text, reading alternative pages to yesterday.</p> <p>Review using Finger Detective for two-syllable words.</p>	<p>Discussion Time (3m)</p> <ul style="list-style-type: none"> Did you enjoy the story? Why/Why not? Do you think going out in the rain could be fun? What would make a difference to whether it was fun or not? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p>
	<p>Echo Read (4m)</p> <p>Set a target with the children, e.g. to read the description of the falling rain with expression.</p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p>	<p>Spelling Time (8m)</p> <p>Choose a selection of Green and Red words from the Shared Reader that require consolidation.</p> <p>Partners check each other's work as they write. Check for correct letter formation of upper and lower case.</p>	<p>Partner Question Time (8m)</p> <p>Using the first question, model creating a sentence stem and show how to refer to the text to create a full answer with elaboration. For example: Q1. Yes, the goat is wet.</p> <p>Children then read and answer the remaining questions orally with their partners.</p> <p>Review answers together as a class.</p>	
Day 5	<p>Reading Celebration (5m)</p> <p>Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. Celebrate success together and recognise progress.</p> <p>WCPM End of Term 2 Goal: 25</p>	<p>Writing Time (10m)</p> <p>Use the Writing Time process to model the following sentence: The rain foams on the road.</p> <p>Children compose their own sentence orally about the rain before telling their partner and writing it down individually.</p>	<p>Reflection Time (5m)</p> <p>Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps.</p> <p>Ask children to apply 1–2 new vocabulary words by orally composing a sentence.</p> <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> GPCs, Red Words, reading word/comprehension Fluency/expression, letter formation, sentence writing 	

7 decodable Shared Readers

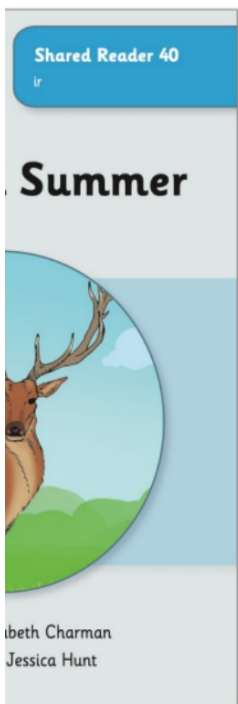


- 68 new decodable Shared Readers, published by FFT
- Shared Readers are linked to our scope and sequence and are used in class for the daily reading lessons (children share a book in pairs)

Reader 40: Highland Summer



Success for
Phonics



Green words
Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fir	firm	

Red words
Previous red word
after*

New red words

any	could	many
who		

*This word may be tricky depending on regional accent.

Can you answer these questions about the book?

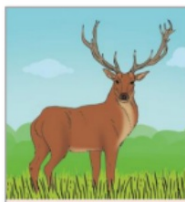
1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?



At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland. It is a big grand house with towers and gardens. It stands on the banks of the river Dee. Before and after the Queen's holiday, you can visit too.



In the woods you might hear the chirps of a robin.



A bigger wild animal at Balmoral is the stag with his antlers. He roams the hills but at dusk, when he has a thirst, he comes to the river to drink.



At first you might not see the wild animals in the woods. But after a bit, if you are still, a red squirrel might peep out.



A hunting bird, a kestrel, hovers up high. Look out, mouse!



Balmoral's woods have beech, and oak trees. And more for trees than you can count!

Can I help my child?

For All Phonics have created advice and resources to support their Parents Portal: <https://parents.fft.org.uk/tips-for-home->

Most of Shared Readers is available along with recordings of the books being read out loud.

There is a full set of videos that support the pronunciation of all Grapheme Phoneme Correspondences (GPCs) taught in the programme.

Learning to read is straightforward. Research shows that it is really important to introduce children to several new words each day, just by reading them together.

Children have a better chance of being a successful reader if they are given their decodable books and also share other exciting books with their parents hearing others read.



Please note: Each school is deciding how best to use the portal for their pupils and parents.



tips to help part 1:



Top Tips

- Know that a GPC is a 'grapheme phoneme correspondence'. That means a sound is matched to one or more written letters.

Saying pure sounds is important – some sounds stretch e.g. /m/ /n/ /r/ and some bounce e.g. /b/ /p/. It is always best to say them softly and say a word that begins with the sound to help. (Try to avoid a big 'Uh' sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling).

Be aware that your child will be learning GPCs each week and applying them to reading and writing.

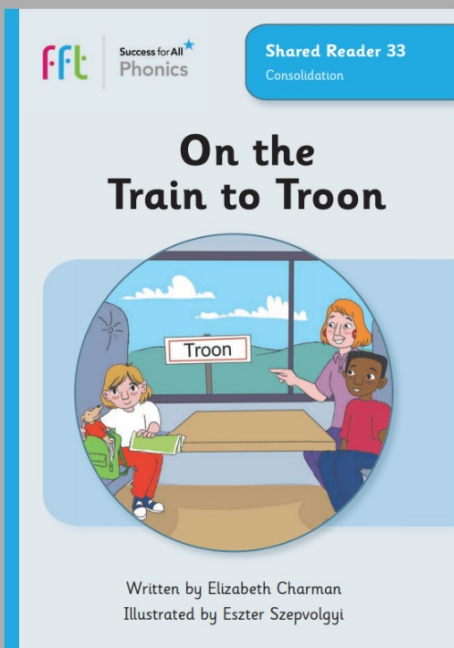
Be aware that once the programme has got going your child will apply their skills with a Shared Reader for that week. It is most likely that your child will then bring this book home for consolidation and practice at the end of the week. They may also bring other books.



Book – On the Train to Troon

Reading objective – To understand books by drawing on what we know.

Phonics – To consolidate previously learnt GPCs.



Sticker on a Friday

Book on a Friday

Your child will also get a colour band/sharing book

Book - The Turning of the Year

Reading objective – To Predict what might happen on the basis of what has been read so far.

This week's phoneme (sound) - a_e

Bake a cake.





Step	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
ie 1	Phonological awareness and rhyming	n/a	n/a
ie 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
ie 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) Blend CVC words (including with -s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there
ie 3/4	or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: ore, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVCC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little
ie 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; l, le; el; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through
ie 5	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
ie 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in -tion / -cious	57 to 68	

- ✓ Scope and Sequence based on Letters and Sounds
- ✓ Common Exception Words are taught in phonics and shared reading lessons
- ✓ 68 steps: teach a step each week (on average)
- ✓ Regular Review and Consolidation every few steps in addition to half termly assessments
- ✓ Decodable Shared Readers linked to each step

Phonics Screening

- Week commencing Monday 9th of June
- Each child is assessed by their teacher
- They read 20 real words and 20 alien words

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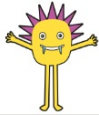
twin

slimp



elbow

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crack

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tailor

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ports

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whirling