

# Supporting Developing Readers and Writers

January 2023

Welcome.  
This presentation will begin shortly.



# Supporting Developing Readers

## Expectations by the end of Year 1:

- Be secure at phase 5. Use phonics (phase 5) to read new words. Know the name of all letters
- Read the Year 1 common exception words e.g. the, a, do, today, said, were, push, used, friend
- Read words I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Independently read age appropriate books with 90% accuracy

Phonics Screening: June 2022

Alien words e.g. strom, geck, thazz, blan, stroft, terg, blurst, quemp, meast, meve

## Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

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



## Phase 5 phonics (Little Wandle)

ay	ir	a-e	o	e
ea	ie	i	e-e	aw
oy	ue	u-e	ew	a
ou	u	i-e	o-e	

wh	oe	y	ea
ow	ve	ph	ou
ey	se	ce	le

or	oul	are	au	tch
ch	sc	wr	ear	ture

Reading takes place in ALL curriculum areas, Not just in guided reading and phonics lessons.

## Before reading:

- Look/walk through the book
- Talk about what they think the book will be about
- Why did they choose the book?
- Read the blurb
- Predict the story

## How to help your child read:

- Which sounds do you recognise?
- Segmenting and sounding out
- Are there any bits you recognise/know?
- Break the word up into chunks (Wed-nes-day)
- Miss out the word, go back and make a sensible guess. Does the word make sense in the sentence?
- Always re-read the sentence to help with fluency
- If it all gets too much tell them the word



Josie and Mum went to look at the coats.

Mum looked at some red coats.

Josie looked at some fluffy coats.



## Tricky words (not phonetically plausible)

- Spot them in other contexts
- Post it notes
- Magnetic letters
- Writing the words in different colours
- Use letter names not sounds (said)
- Spot any hidden words within the word (what, was)



# Comprehension

- Predict what may happen and reflect on how the story turned out
- Link what they have read to their own experiences
- Ask them to explain the meaning of words
- Ask them to explain clearly what they have read
- Can they re-tell the story with the events in the right order

“I like it!” said Josie.  
“I like it too,” said Mum,  
“but it’s too big.  
All the fluffy coats are too big.”



# Encouraging Reading

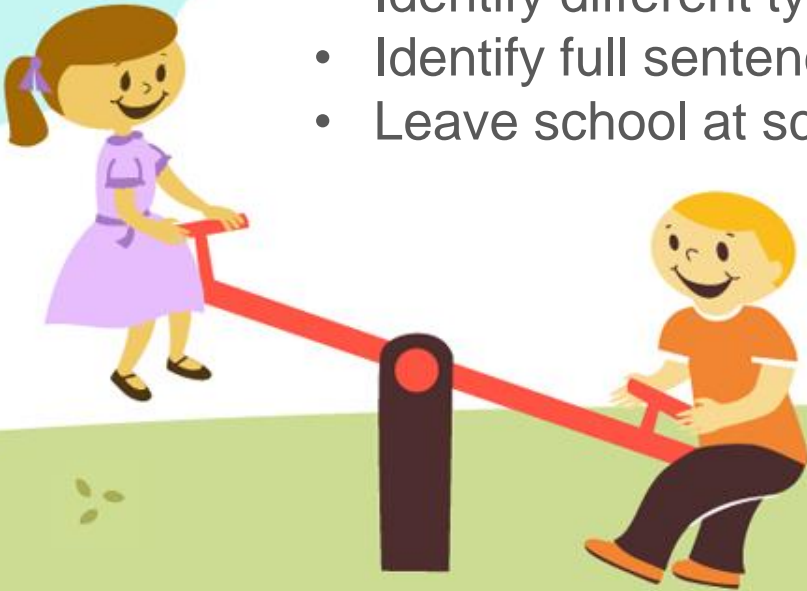
- Take pleasure in reading !
- Read to each other – take it in turns!
- Use voices and expression
- **Re-read** traditional and frequently heard stories
- Read little and often
- Reading should be a daily event

“I like it!” said Josie.  
“I like it too,” said Mum,  
“but it’s too big.  
All the fluffy coats are too big.”



## Quick Tips:

- Read a higher level of text to your child; this will allow them to access extended vocabulary and use of language.
- By reading to your child they will hear the tone and expression you use.
- Emphasise the way you read taking into account the punctuation.
- Ask children to read the punctuation out loud – this will help them internalise it.
- Re-read the sentence to ensure fluency.
- Hear them read a text they are familiar with and can read fluently.
- Show them a word they already know with the same letter pattern.
- Post-it notes of unfamiliar words
- Identify different types of punctuation.
- Identify full sentences – count the words.
- Leave school at school – enjoy reading!

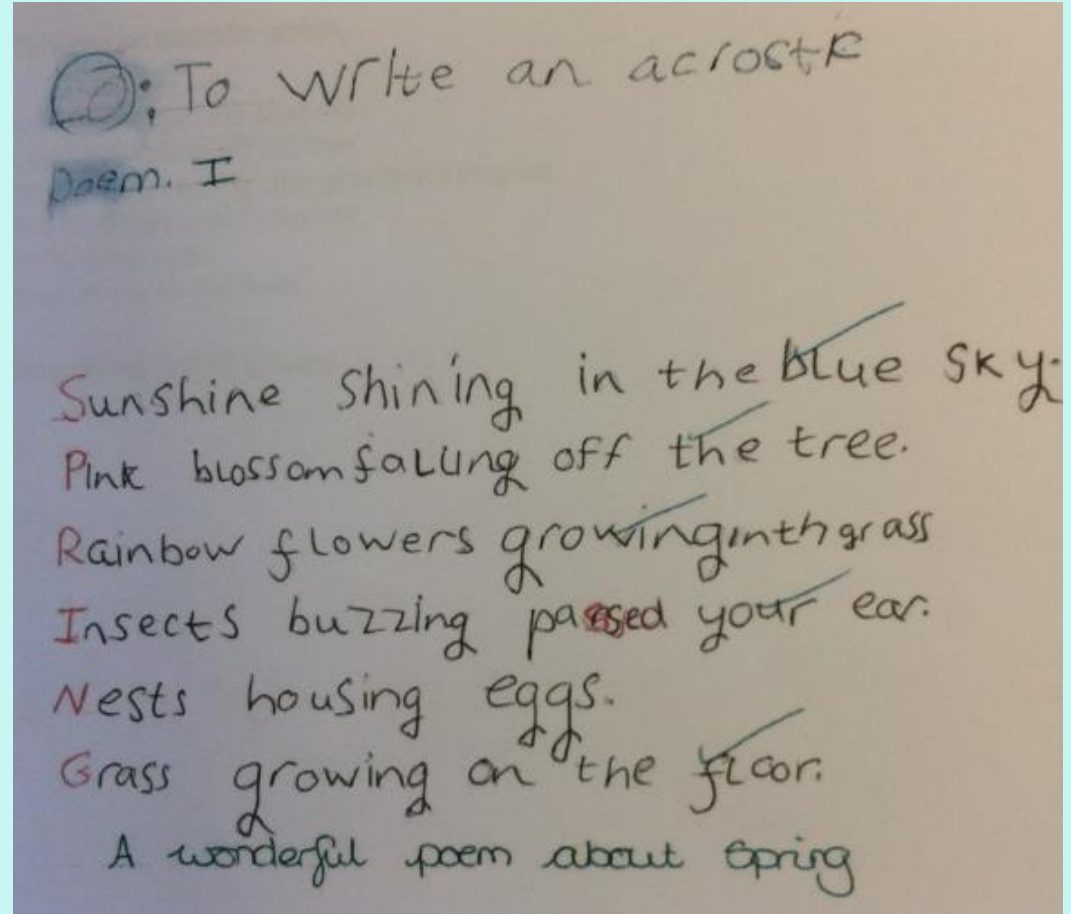


# Supporting Developing Writing

## Expectations by the end of Year 1:

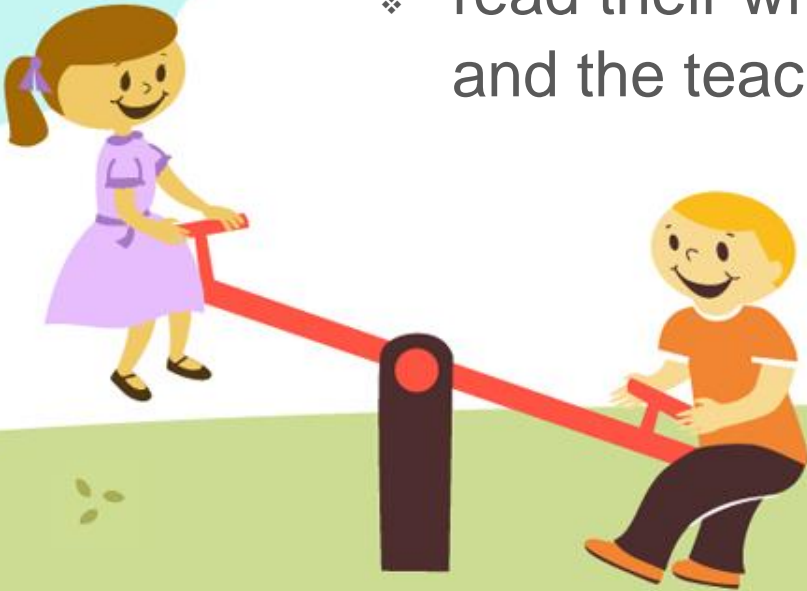
- The days of the week
- Name the letters of the alphabet in order
- Sit correctly at a table, holding a pencil/pen comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0- 9

- Add the endings 'ing', 'ed', 'er', 'est', 's', 'es' to words when the root word does not change.



Children should write sentences by:

- ❖ saying out loud what they are going to write about
- ❖ composing a sentence orally before writing it
- ❖ sequencing sentences to form short narratives
- ❖ re-reading what they have written to check that it makes sense
- ❖ read their writing aloud, clearly enough to be heard by their peers and the teacher

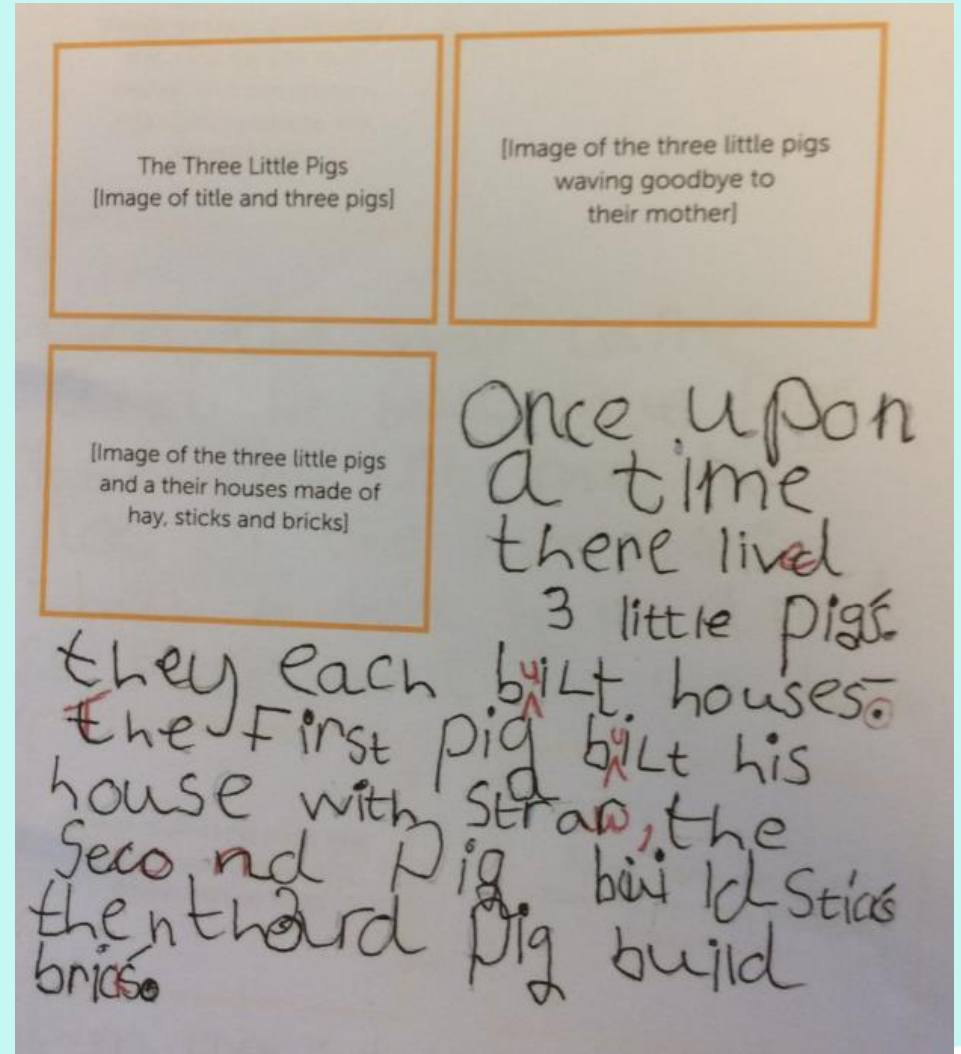


# Spelling

- Encourage children to use their knowledge of phonics to spell words
- Break the word into chunks – ‘some/thing’, ‘yes/ter/day’

## When to correct:

- When the child usually gets the word correct
- When the child has just read the word correctly or learnt it for their spellings
- When it's a common word (High Frequency Word)
  - Add the endings ‘ing’, ‘ed’, ‘er’, ‘est’, ‘s’, ‘es’ to words when the root word does not change.



The Three Little Pigs  
[Image of title and three pigs]

[Image of the three little pigs waving goodbye to their mother]

[Image of the three little pigs and a their houses made of hay, sticks and bricks]

Once upon a time there lived 3 little pigs.

They each built houses. The first pig built his house with straw, the second pig built sticks, the third pig built bricks.

[Image of the wolf blowing down the hay and stick houses, with the relevant pigs standing outside the brick house]

I / o c  
then the wolf came and he said little pigs little pigs let me in not by the hair chins then I will huff and I'll puff and I'll your house.

[Image of all of the three little pigs safe outside the brick house, with no wolf]

[Image of the wolf falling down the chimney into a pot of boiling water]

then they lived happily ever after the wolf went on the roof and went down the chimney.

⊙; To write an acrostic poem. I

Sunshine shining in the blue sky.  
Pink blossom falling off the tree.  
Rainbow flowers growing in the grass.  
Insects buzzing passed your ear.  
Nests housing eggs.  
Grass growing on the floor.  
A wonderful poem about spring

# Punctuation and Grammar

- Capitals for names/places, start of a sentence, pronoun I.
- Finger spaces between words.
- Full stops at the end of a sentence.
- Ensure the sentence makes sense.
- Use 'and', and 'because'.
- By the end of Year 1 write simple sentences and sentences requiring an exclamation mark and question mark.

LO: To write a recount.

T@ 1.12  
Knebworth House activities gardens  
dinosaurs Queen Elizabeth I

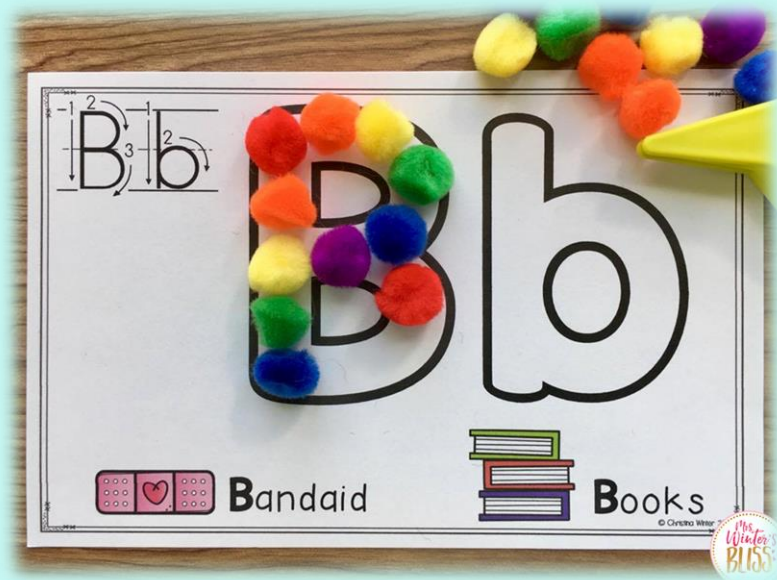
Yesterday I went to  
Knebworth house. First we  
made a timeline and  
danced. Next we did  
handwriting and with feathers.  
Then we saw the dinosaurs  
My favourite was the  
dinosaurs because they  
were colourful.

# Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Use ascenders and descenders correctly.
- Correct pencil grip.
- Encourage children to write on the line.
- Don't worry too much about size as long as letters are consistently sized.
- Some children will reverse letters at this age. Don't worry too much about it.

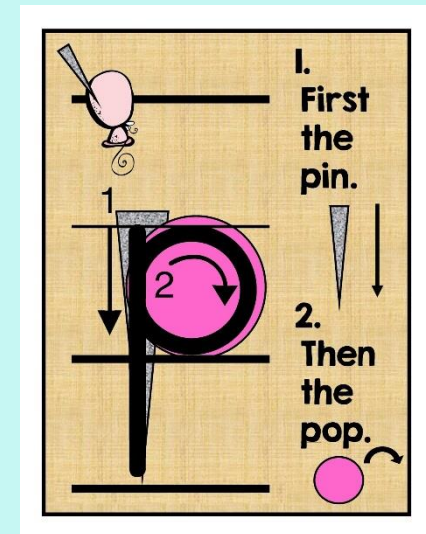


# Activities to help develop fine motor skills



## Quick Tips:

- Give children access to a range of writing materials including notelets, cards, envelopes, pens, pencils, (play writing)
- Give children real reasons to write: lists, thank you cards
- Don't correct more than three spellings in one piece of work
- Encourage children to say words clearly and properly
- Say the sentence, count the words in the sentence and then write it down
- Don't worry too much about reversals – use helpful reminders eg. 'bed'
- Coloured dots to show where a letter starts
- Focus on capital letters and full stops



To be at “expected standard” at the end of the year, children need to be able to do these, consistently and independently.

If children are doing some of these, they will be ‘working towards expected standard’ but still working within outcomes.

This will be evidenced in their independent books and with the phonics screening check.



## End of year expectations – Year One



### Reading

- Read for pleasure and relate reading to own experiences
- Re-read to correct
- Re-tell with considerable accuracy
- Discuss significance of title and events
- Make simple predictions on basis of what has been read
- Read with pace and expression, i.e. pause at full stops and raise voice for a question
- Know difference between fiction and non-fiction texts
- Learn some simple rhymes and poems by heart
- Read Phase 4 and Phase 5 tricky words
- Be secure at Phase 5 phonics

### Writing

- Write sentences that start with a capital letter and end with a full stop
- Use ‘and’ to join ideas
- In writing, show evidence of full stops, question marks or exclamation marks
- Use capital letters for names of people, places and days of the week, and the personal pronoun ‘I’
- Write clearly sequenced sentences
- Correct formation of capital and lower case – starting and finishing in the right place
- Correct formation of digits

### Spelling

- Words using Phase 5 phonemes
- Tricky words from Phase 4 and Phase 5
- The days of the week



### Mathematics

- Count to and across 100, forwards and backwards from any number
- Read and write numbers to 20 in digits and words
- Read and write numbers to 100 in digits
- Say 1 more and 1 less than numbers to 100
- Count in multiples of 1, 2, 5 and 10
- Know bonds to 10 by heart
- Use bonds and subtraction facts to 20
- Add and subtract 1 digit and 2 digit numbers to 20, including zero
- Add any three 1-digit numbers with a total up to 20
- Solve simple multiplication and division with apparatus
- Recognise half and quarter of an object, shape or quantity
- Sequence events in order
- Know months of the year in order
- Use language of day, week, month and year
- Know o’clock and half past using analogue clock
- Recognise and name common 2D shapes, e.g. square, rectangle, circle and triangle
- Recognise and name common 3D shapes, e.g. cube, cuboid, sphere and pyramid
- Describe whole, half, quarter and three quarter turns

## Year 1

### Working towards the expected standard

The pupil can, after discussion with the teacher:

- say out loud what they are going to write about
- write a single sentence demarcated with capital letters and full stops
- segment many spoken words into phonemes and represent these by graphemes
- spell some common exception words\*
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- recognise where spaces between words have been missed.

## Year 1

### Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words\* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

## Year 1

### Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- begin to write effectively and coherently for different purposes
- join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)
- use capital letters and full stops mostly correctly
- spell most Y1 common exception\* words accurately and make phonically-plausible attempts at spelling unfamiliar words
- form most letters correctly.

Year 1



- When to success
- Look back at your story map - when happens at the beginning, in the middle and at the end of the story.
  - Write out what you can remember of the story clearly and in the correct order.
  - Read back your work - does it make sense? Check your writing for spelling and punctuation.

Word Bank  
Boy, Girl, Toys, Mountains, New York, Penguin

So it all starts in <sup>New York</sup> ~~Florida~~ <sup>Port Co</sup>  
Where children can sail there too  
go on the great Ice rink for the winter.

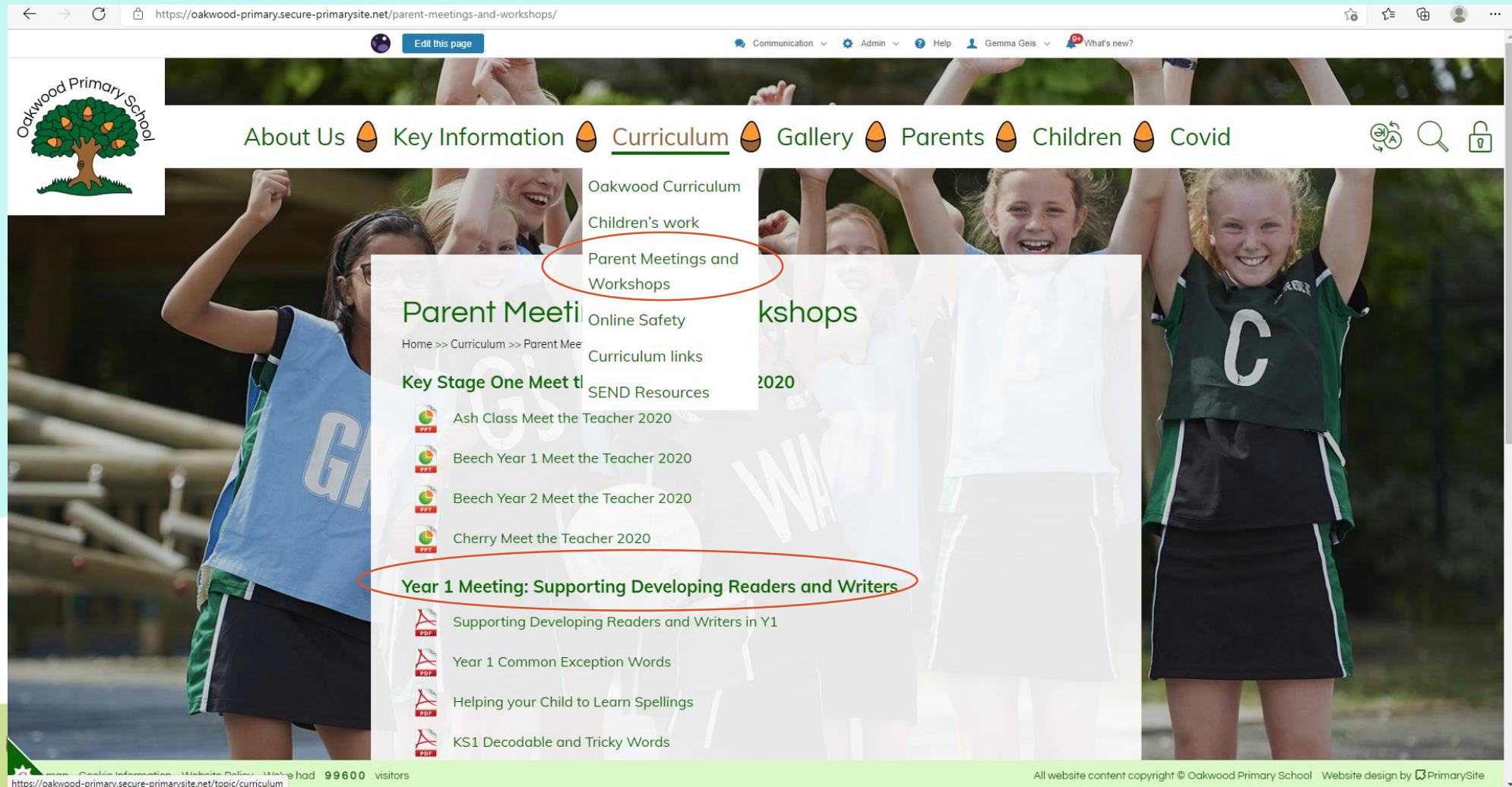
The best thing is there is a zoo  
with every animal including penguins  
every year the boys start  
noticing the girls. But the penguins  
named Roy and the other was called  
Silo. They did everything together like  
bowing to each other, swimming together  
each other and going to each other.  
Now Roy and Silo are very sad  
because girls can lay eggs and  
boys can't lay eggs and their both  
boys. And then ~~the~~ <sup>the</sup> ~~girl~~ <sup>girl</sup> put  
an egg in their nest. Then they  
took turns to sit on the egg  
and they turned the egg every  
hour so that every side get warm.  
Then they were very very very  
happy! Then it cracked a little bit  
and a little more and more and  
more and more and more  
Until crack they had their very  
own baby penguin. We'll name it

Here are some moderated pieces of independent writing from last year. Moderated means that several teachers have come together to assess the writing against the assessment framework and end of year outcomes.

These examples show Year 1 children's work at 'expected standard'.

Once upon a time there were  
two penguins and they didn't  
notice the girl penguin and the  
two penguins were called Roy and  
Silo and they became friends  
and they sleep together and swim  
together they did everything  
together but nobody they make  
up together and they were up and  
saw that the other penguins had  
chicks and Roy found a rock and he  
thought it was an egg and he put it  
in one nest.

# Today's presentation and handouts are available on our school website under **Curriculum – Parent Meetings and Workshops – Year 1 Meeting: Supporting Developing Readers and Writers.**



The screenshot shows the Oakwood Primary School website. The navigation menu includes: About Us, Key Information, Curriculum, Gallery, Parents, Children, and Covid. The 'Curriculum' menu is open, showing a list of items: Oakwood Curriculum, Children's work, Parent Meetings and Workshops, Online Safety, Curriculum links, SEND Resources, and 2020. Under '2020', there are four items: Ash Class Meet the Teacher 2020, Beech Year 1 Meet the Teacher 2020, Beech Year 2 Meet the Teacher 2020, and Cherry Meet the Teacher 2020. Below these, there is a section for 'Year 1 Meeting: Supporting Developing Readers and Writers' with four PDF links: Supporting Developing Readers and Writers in Y1, Year 1 Common Exception Words, Helping your Child to Learn Spellings, and KS1 Decodable and Tricky Words. The website footer shows 99600 visitors and copyright information for Oakwood Primary School.

https://oakwood-primary.secure-primariesite.net/parent-meetings-and-workshops/

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Ash Class Meet the Teacher 2020  
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Beech Year 2 Meet the Teacher 2020  
Cherry Meet the Teacher 2020

Year 1 Meeting: Supporting Developing Readers and Writers

Supporting Developing Readers and Writers in Y1  
Year 1 Common Exception Words  
Helping your Child to Learn Spellings  
KS1 Decodable and Tricky Words

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Questions...

