

Glossary of Reading Terms

This table tells you about some of the terms you may hear teachers use when talking about phonics or how your child is making progress with their reading.

Word	What does it mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a, e, i, o, u).
Common exception word	A word that doesn't follow the general phonic rules and is difficult or impossible to sound out (similar to red words) e.g. the.
CVC words	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds e.g. Cat.
diagraph	Two letters which together make one sound e.g. ee, oa, ea, ch, ay
Fred Talk	Segmenting words into individual sounds before blending.
Fred in your head	Segmenting and blending internally before saying the word aloud.
grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.
green words	Words that can easily be segmented and blended e.g. car
phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
special friends	Letters that go together to make one sound (digraph, trigraph).
Split vowel digraph	Two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. e.g. cake or pine.
red words	Words that are difficult to sound out e.g. said, the, because.
trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch.
vowel	The letters a, e, i, o, u.

Thank you for your continued support. We are committed to providing the best possible education and care for your child.

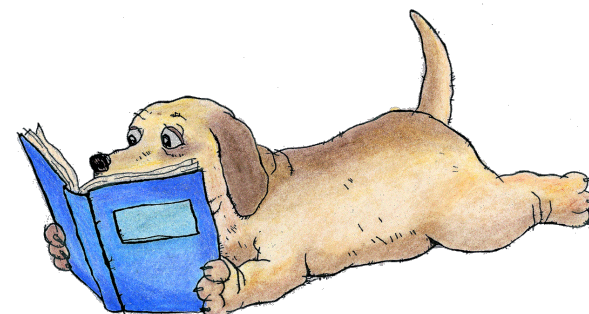
Please do not hesitate to contact us if you require further assistance with your child's reading.

LEARNING TO READ TOGETHER

ST BREOCK PRIMARY SCHOOL IN PARTNERSHIP WITH PARENTS



Year One



National Curriculum Expectations

At St Breock we want to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. In Year 1 they will do this by listening to, and discussing, a wide range of stories and non-fiction texts at a level beyond that which they can read independently. By frequent exposure to texts that they cannot read independently, children will begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in a non-fiction piece. By reading together, children can also be shown some of the processes for finding out information within a book, e.g. modelling the use of a contents page or index.

What this means for parents...

Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

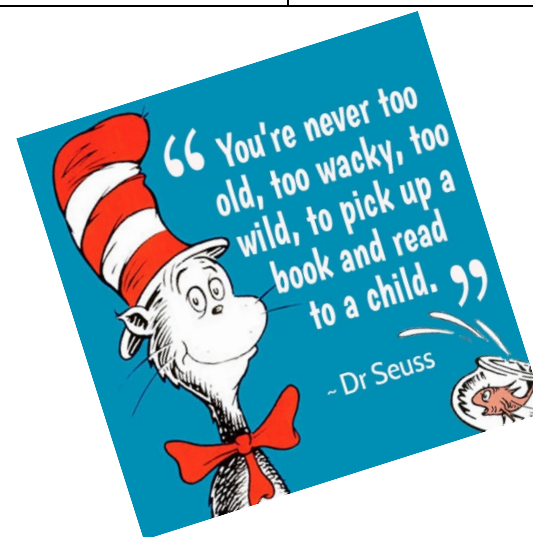


Read a range of different texts
- recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.

Show your child how to find information in a book rather than quickly finding it for them.



read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question	What kind of voice can we read that in? What do you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) within texts	I bet you can't find three capitals letters on this page before I can.
know why the writer has used the above punctuation in a text	What is that? (Point to a piece of punctuation.) What does that do?
know the difference between fiction and non-fiction texts	Is this a story or is it an information text? How do you know?
learn rhymes and poems off by heart	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
be encouraged to say whether or not they like the text, giving reasons why	Did you enjoy that story? What was your favourite part?



Year 1 children are expected to:	To support this, you could say:
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me... I bet you can't remember the next bit.
relate reading to their own experiences	Wow, look at that castle. Do you remember when we went to...?
re-read a word or sentence if reading does not make sense	Does... make sense? It didn't sound quite right. Let's try again.
become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? Silly me, I've forgotten. What happened after that?
discuss the significance of a title and events	So, why do you think it's called Jack and the Beanstalk?
make predictions on the basis of what has been read	So, if..., what might happen next?
make inferences on the basis of what is being said and done	Look at that picture - how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?

Phonics

The National Curriculum states that Year 1 children must use their phonetic knowledge as the prime approach to reading unfamiliar words. At St Breock School we use the Read Write Inc approach in order to develop fluency. Children receive daily whole class phonics sessions alongside smaller group sessions focusing on a specific sound. We encourage all children to take an active role in their reading and so support them to use their skills to break down and attempt to read new words independently. Although your child may have a fluent phonetic knowledge at this stage, it is important to keep these skills fresh as their vocabulary extents. Please refer to the list of Set 1, 2 and 3 sound below when supporting your child at home. If you feel you need further guidance please do not hesitate to contact myself or Mrs Ball. You may also refer to the videos and links found in the 'Phonics and Reading' section of our website by using the following link:

https://www.stbreock.org.uk/web/phonics__reading/324271

Set 1		Set 2		Set 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie, then over the two mountains. Maisie, mountain, mountain.	ay	May I play?	ea	Cup of tea.
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy.
s	Slide around the snake.	igh	Fly high.	a_e	Make a cake.
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow.	i_e	Nice smile.
t	Down the tower, across the tower.	oo	Poo at the zoo.	o_e	Phone home.
i	Down the insect's body, dot for the head.	oo	Look at a book.	u_e	Huge brute.
n	Down Nobby and over the net.	ar	Start the car.	aw	Yawn at dawn.
p	Down the plait, up and over the pirate's face.	or	Shut the door.	are	Care and share.
g	Round the girl's face, down her hair and her a curl.	air	That's not fair.	ur	Nurse with a purse.
o	All around the orange.	ir	Whirl and twirl.	er	A better letter.
c	Curl around the caterpillar.	ou	Shout it out.	ow	Brown cow.
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy.	ai	Snail in the rain.
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat.
b	Down the laces, over the toe and touch the heel.			ew	Chew the stew.
f	Down the stem and draw the leaves.			ire	Fire fire!
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear.
l	Down the long leg.			ure	Sure, it's pure.
h	Down the horse's head to the hooves and over his back.			au	Paul the astronaut
sh	Slither down the snake, then down the horse's head to the hooves and over his back.			e_e	Go Pete and Steve!
r	Down the robot's back, then up and curl.			ie	Terrible tie.
j	Down his body, curl and dot.			ue	Come to the rescue.
v	Down a wing, up a wing.			ck	Tick tock.
y	Down a horn, up a horn and under the Yak's head.			kn	Knock knock.
w	Down up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

Reading at Home

I would like you to read at home with your child as often as possible, every night if you can.

When reading with your child the pattern should be similar to this;

DAY 1 - Look at the cover of the book together and discuss what it may be about. Flick through each page and ask if your child can spot any sounds familiar to them in any of the words. You can refer to the Sound and Rhyme Chart in this booklet or their Sound Book as a reminder.

DAY 2 - Read through the book with emphasis on spotting sounds.

DAY 3 - Read through again, now the words are more familiar, to build their fluency. Ask questions to check their understanding. If your child is fluent and confident, change the book.

Children may change their book on any day of the week and must do this when they arrive at school in the morning.

The Reading Record

Your child's Reading Record is an important tool for communicating on their reading progress between home and school. The Reading Record must come to school every day and must contain regular comments on your child's reading at home. Comments must be detailed so that I am able to constantly monitor and assist with the progress that your child is making with their reading. Although reading with your child will be extremely personal, please find below some example Reading Record comments which you may choose to use as a guide.

Word Skills	Comprehension	Attitude
<ul style="list-style-type: none"> - Read words correctly. - Read familiar words independently. - Found some words difficult. - Tried hard to sound out new words. - Needs to read again to build fluency. - Read accurately and confidently. - Was able to successfully segment new words. - Self-corrected errors independently. 	<ul style="list-style-type: none"> - Understood the story well. - Good discussion about events in the story. - Retold the story in detail - Can talk about the story confidently. - Answered questions about the content. - Needs to read again to improve understanding. - Used pictures to assist understanding. 	<ul style="list-style-type: none"> - Read eagerly. - Enjoyed the story because... - Fantastic expression. - Read fluently - Would benefit from reading again to improve fluency. - Did not take note of punctuation when reading. - Found this book difficult.

Discussion Tips for Whilst You Read/They Read

In order for your child to develop a pleasure for reading they should regularly participate in discussions about the texts that they read or listen to. By answering simple questions, they will also be able to demonstrate their understanding of the texts that they are exposed to. Questioning doesn't need to be a daunting task and can be extremely rewarding for both you and your child. Although the list is endless, included below are some discussion starters...

Reading Prompt Questions Mat Year 1



Reading Prompt Questions Mat Year 1

