home learning support

reading

At school, reading is an integral part of our day. We have 4 reading lessons a week as well as a dedicated time for reading a story at the end of the day.

reading

In Daily Supported Reading (DSR) we support children by...

- share sounds in the book and important words

- we read to the children

- we check understanding, "Show me...prowl?"

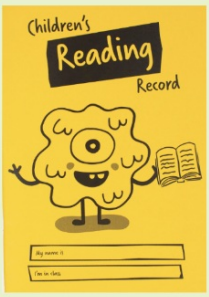
- we talk about the book, asking questions

These are all things that can be quite easily replicated at home.

reading

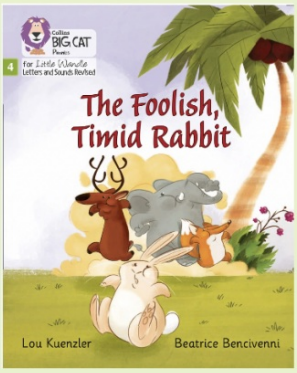
Reading should be a pleasurable, shared activity. Little and often works best when reading the phonetically decodable 'learning to read' books and bedtime is a lovely, relaxing time to read a story to your child.

reading



In Year One, the expectation is to read with your child for 10minutes a day. This can be broken into smaller chunks and be a mix of you and them. You only need to record reading 3 times a week, letting us know how your child has got on in the Reading Record.

Book changing is on a Monday and this is when we will check the diaries and write the title of the new book for the week.



reading

I am a phase 2 reader

Teaching points:

- Recognising and saying the sounds that letters make.
- Blending the sounds in a word together to read the word, e.g. s-a-t...sat.

Please praise me when I do thes

If I get stuck, let me try on my own first by

- "Almost..." "Nearly..."
- Sound out the word 3 times for me can hear the sounds and blend it to

I am a phase 3 reader

Teaching points:

- Pointing under each word and making what I read match the print.
- Going back if I think something is wrong.

Please praise me when I do these skills!

I am a phase 4 reader

Teaching points:

- Using my eyes to read the words and only my finger if I get stuck.
- Going back if I think something is wrong.

Please praise me when I do these skills!

If I get stuck, let me try on my own first by saying:

- "Almost..." "Nearly..."
- "Slow check/reread this bit..."
- "Read that again to see if you are right."

I am a phase 5 reader

Teaching points:

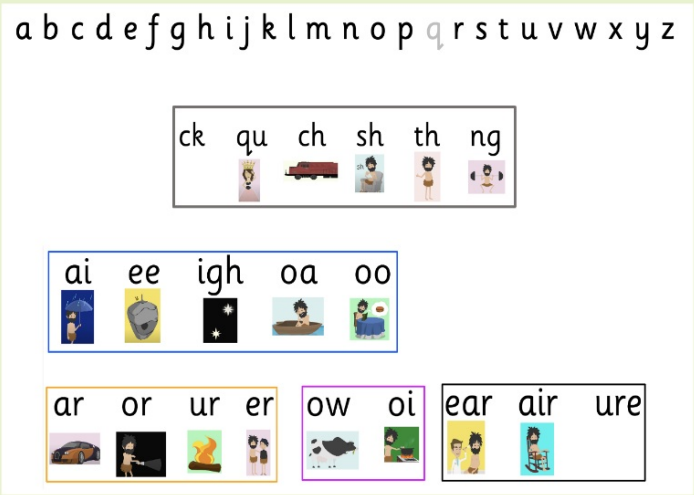
- Listen to myself read. Reading fast and smooth.
- Thinking about the text as I read it.
- Going back if I think something is wrong.

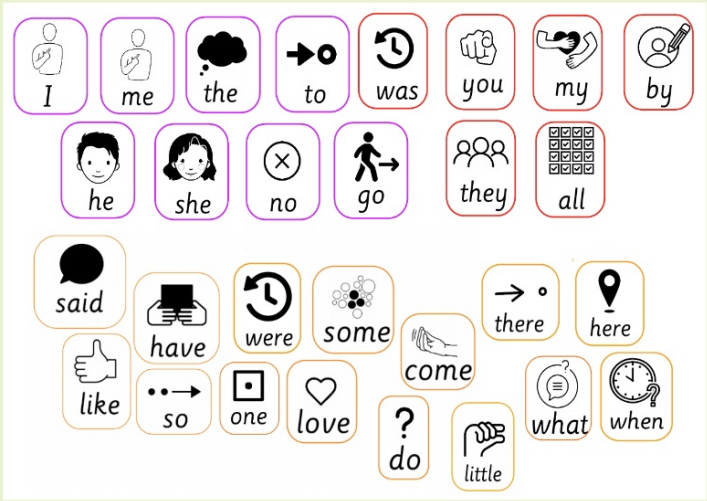
Please praise me when I do these skills!

If I get stuck, let me try on my own first by saying:

- "Almost..." "Nearly..."
- "Slow check/reread this bit..."
- "Read that again to see if you are right."

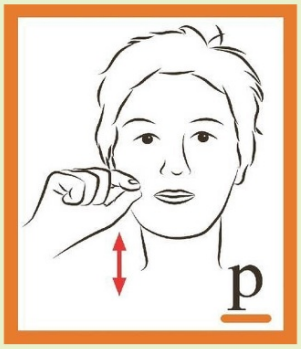
phonics spelling

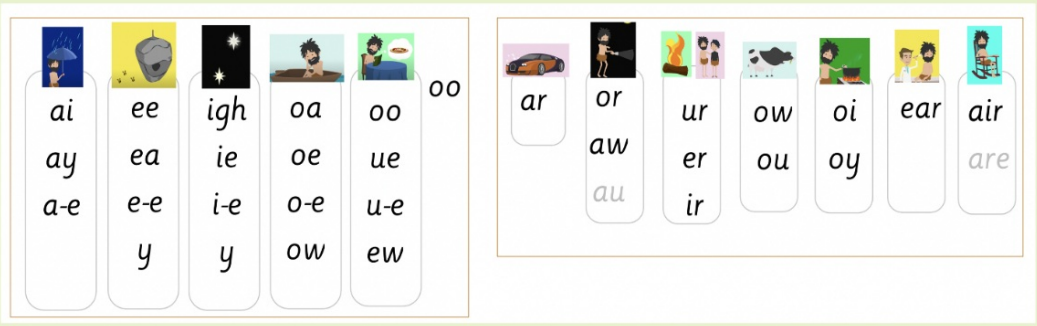




phonics

Cued Articulation

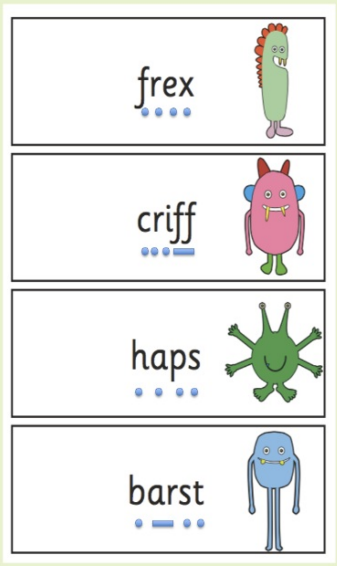


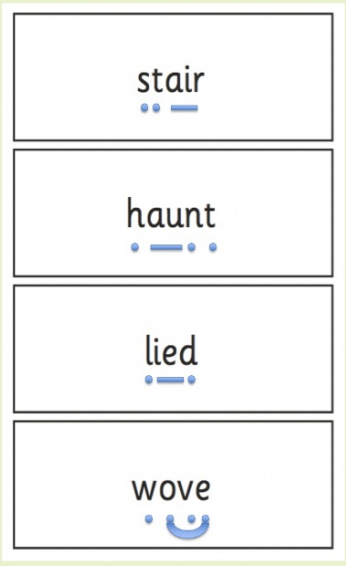


phonics

Year One

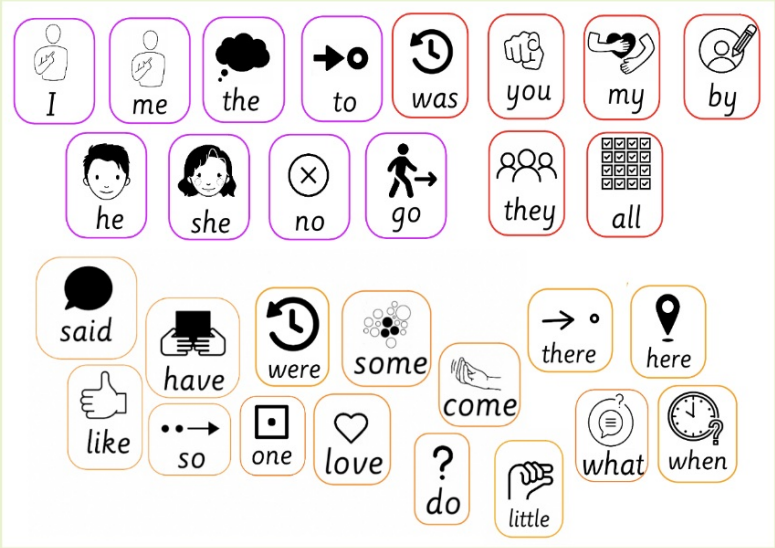
	Wks	GPCs	Tricky words	Books
Autumn 1	2	Revise phase 3: ai ee igh	Revise: I the to you	Phase 4 set 4 A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms
	3	Revise phase 3: oa oo	Revise: we me be she he	
	4	Revise phase 3: ar or ur	Revise: my by his her	
	5	Revise phase 3: ow oi ear	Revise: were was	
	6	Revise phase 3: air er	Revise: they all are	
	7	phase 4: Revise CCVC, CCCVC and CCCVCC words	Revise: love like	
Autumn 2	1	phase 5 s1: /ai/ ay play /ee/ ea each	Revise: said says so	Phase 5 Set 1 Not in Otter's Pocket The Elf and the Cobbler Dragon Keeper's Handbook Blackcurrant Jam Sharks Sticking Power
	2	p5 s1: /ow/ ou cloud /oi/ oy toy	Revise: some come do	
	3	p5 s1: /ur/ ir bird /igh/ ie pie	Revise: have of	
	4	p5 s1: /oo/yoo/ ue blue/rescue /oo/yoo/ ew chew	Revise: little one	
	5	p5 s2: /ai/ a-e shake /ee/ e-e these	Revise: there here	
	6	p5 s2: /igh/ i-e time /oa/ o-e home	Revise: when what	
	7	p5 s2: /oo/yoo/ u-e rude /or/ aw claw	p5 s2: oh people ask	
	8	Sp. appx: division of words into syllables Sp. appx: compound words Sp. appx: –ing, –ed,	p5 s2: Mr. Mrs. Ms	
Spring 1	1	p5 s3: /oa/ ow snow /ee/igh y happy, fly	p5 s2: their (there)	Phase 5 Set 2 Let's Pretend! Iris's Wild Ride Jake & Jen… Wild Homes This is our Planet Be a Cave Explorer! Phase 5 Set 3 Don't Blame Me! The Stone Shadows Look Out, Nebit! Show Time! How to Draw… Welcome to My Home! Phase 5 set 4 Disaster Duck Noisy Neesha A Helping Hand Oodles of Noodles Bear Spotting
	2	p5 s3: /ee/ ey donkey /or/ au author /igh/i mind	p5 s2: water	
	3	p5 s3: /f/ ph phone /w/ wh wheel /v/ ve give	p5 s2: want	
	4	p5 s3: /s/ c ice, city /oo/ ou group /e/ ea head	p5 s2: your	
	5	p5 s3: /l/ le,il,el,al apple, pencil, camel, metal	p5 s2: our house	
	6	p5 s3: /ee/ ie shield /j/ g giant	p5 s3: (once) who call	
Spring 2	1	Phase 5 s4: /air/ ear bear /air/ are care	p5 s3: where	
	2	Phase 5 s4: /o/ a want	p5 s3: again school	
	3	Phase 5 s4: /ch/ tch match /ch/ ture adventure	p5 s3: any many two	
	4	p5 s4: /ar/ a half /or/ al walk a water	p5 s3: could would should	
	5&6	Mock Phonics Screening Check		
Summer 1	1-6	PSC revision (GPC gaps, reading alien words, sound buttoning, checking with GPC 'sounds right')	Writing phase 5 tricky words	





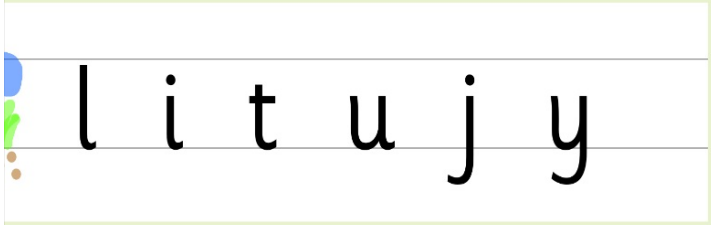
Seesaw

phonics spelling



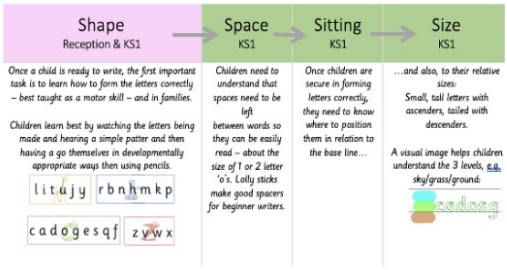
ictgames.com
'Forest Phonics'

handwriting



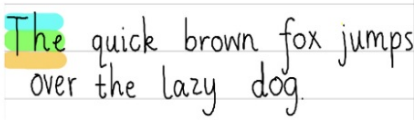
Handwriting at Ashmead *– supporting your* ***Year 1*** *child's handwriting at home*

In Year 1, we focus on becoming fluent in forming the shape of letters, leaving spaces between words and positioning letters in relation to the base line. When the children are confident with the shape, space and sitting, they move onto the size of letters.



Shape*: At Ashmead we use the Sassoon Penpals font to form our letters. Videos are available on the year 1 page of the Ashmead website. Your child can use these to copy the correct formation. We teach handwriting in 'letter families'; the long-legged giraffes; the curly-caterpillars; the one-armed robots and the zig-zag monsters:*

Size*: We teach the size of letters in relation to the base line by imaginaning the tallest letters are in the sky, the medium letters are in the grass, and the letters that go under the line are in the soil. This can help children understand the sizing of each letter:*



Pencil grip: *We use a dynamic tripod grasp, with the pencil held between thumb and index finger with the middle finger supporting.*

maths

- number bonds within and to 10
- fact families to 10
- number bonds within and to 20
- no times tables until the end of year 2

Children are encouraged to work on their fluency and mastery around number bonds, continuing to practise recalling each fact in order.