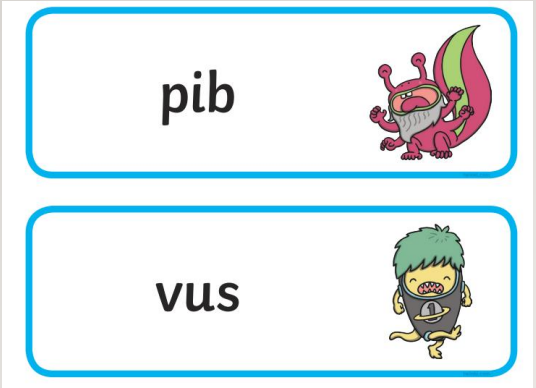
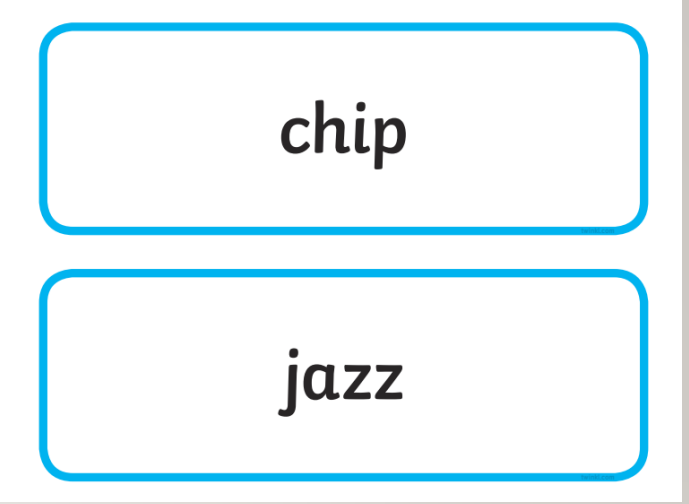
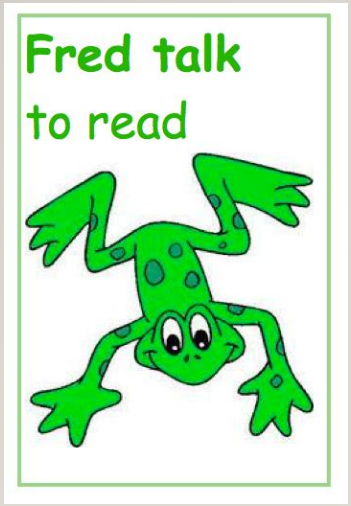




READING AND WRITING WORKSHOP



AIMS

How do we teach your child to read and write?

What does progress look like?

How can you support your child in reading at home?

YEAR 1 READING AND WRITING OBJECTIVES

Word Reading

- ☐ Apply phonic knowledge and skills as the route to decode words
- ☐ Respond confidently with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ☐ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ☐ Read Year 1 common exception words
- ☐ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ☐ Read words of more than one syllable that contain taught GPCs
- ☐ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ☐ Read books aloud, accurately, at their appropriate level

Comprehension

- ☐ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ☐ Link their own experiences to what they have read
- ☐ Become very familiar with key stories, fairy stories and traditional tales, retelling them and talking about their characteristics
- ☐ Recognise and join in with predictable phrases
- ☐ Learning to appreciate rhymes and poems, and to recite some by heart
- ☐ Discuss word meanings, linking simple synonyms

Composition and Effect

- ☐ Use and to join sentences.
- ☐ Use capital letters, spaces and full stops accurately in some sentences.
- ☐ Begin to use exclamation and questions marks.
- ☐ Identify and use up to and including phase 5 phonic knowledge accurately in their writing.
- ☐ Read and write some basic high frequency words and apply in their writing.
- ☐ Form precursive letters correctly.
- ☐ Sequence sentences to form short narratives.
- ☐ Begin to add descriptive words to add effect to the writing.

Editing

- ☐ Read through work and identify some missp missing words and edit with support.
- ☐ Self-correct their own writing, when reading aloud.

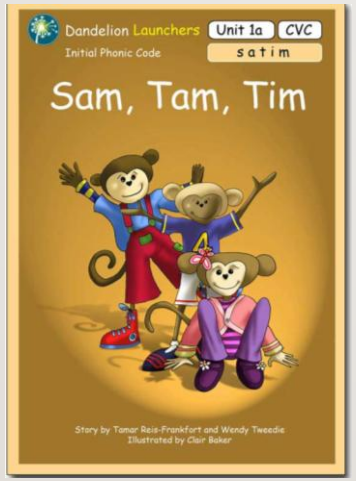
Oracy

- ☐ Understand that a sentence carries meanin
- ☐ Use past, present and future forms accurate when talking.

HOW DO WE TEACH AND PROMOTE READING?

Book fairs/
Book Week

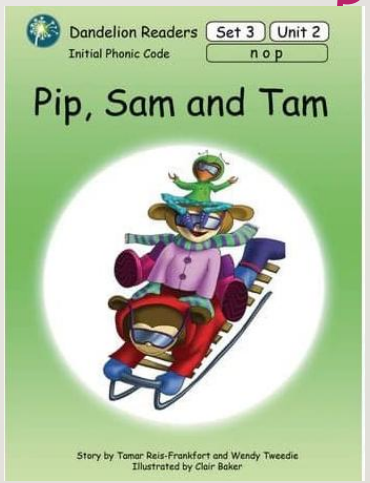
Helicopter Stories



Individual Reading

Using the Library

Phonics



Sharing a story

Book corners

Comprehension

PHONICS

- Phonics is taught in schools to help children learn to read
- It teaches children to recognise sounds that letters make and how to blend sounds to make words.
- There are 26 letters in the alphabet but these are used to make over 40 sounds (phonemes)

BLENDING

1. pen
2. van
3. lip
4. ring
5. shop

BLENDING

p e n

BLENDING

v a n

BLENDING

l i p

BLENDING

r i ng

BLENDING

shop

SIGHT READING

go

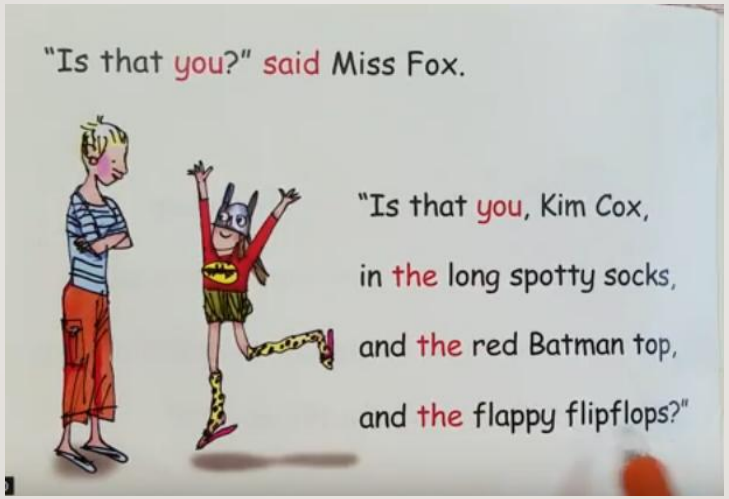
I

go

we

said

no



in

is

at

and

up

SUPPORTING READING AT HOME

Reading words/phrases in your environment.

Bedtime Stories

Enjoying a wide range of reading materials.

Using libraries

Support and encouragement

Opportunistic i.e. recipes etc

Be a good role model
- Reading
- pronunciation

Reinforcing taught phonemes/sight words
- Secret messages
- Matching games
- Hide and seek
- Phoneme spotting in books

Ask 'good' questions.

Make reading a pleasure ! Make it fun! Help your child to enjoy books!

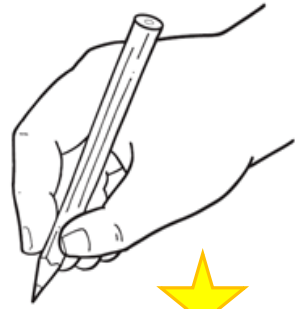
Oral blending

WRITING – PHYSICAL DEVELOPMENT

It is important to develop children's gross and fine motor skills in order to support them with their writing. At school we do this through:

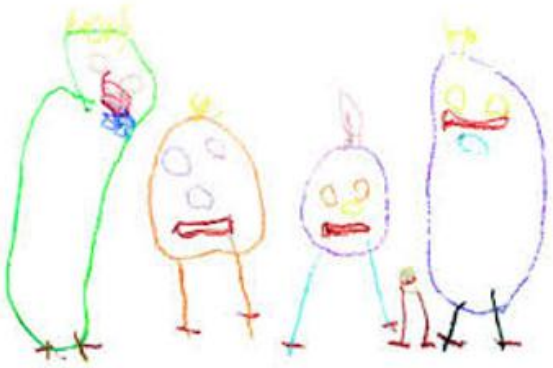
- Bikes & Climbing (focused on gross motor skills)
- Dough Disco/Pen Disco (focused on fine motor skills)
- Providing engaging activities indoors and outdoors (including equipment on the big playground)
- PE sessions (dance and spatial awareness moving onto gymnastics)

PENCIL GRIP

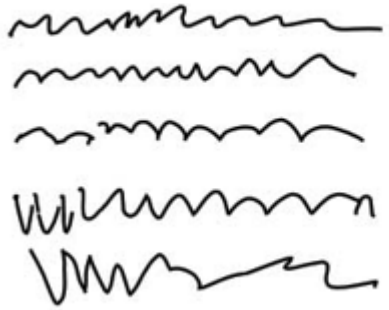
Fisted Grasp /Palmer supinate	Digital pronate
Four fingers grasp	Dynamic tripod 

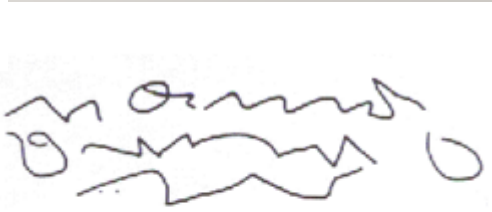
STAGES OF WRITING

Drawing

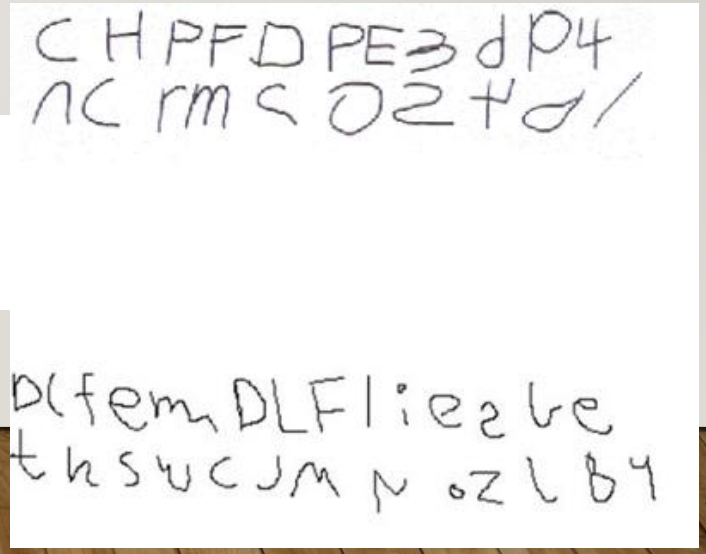


Imitative writing

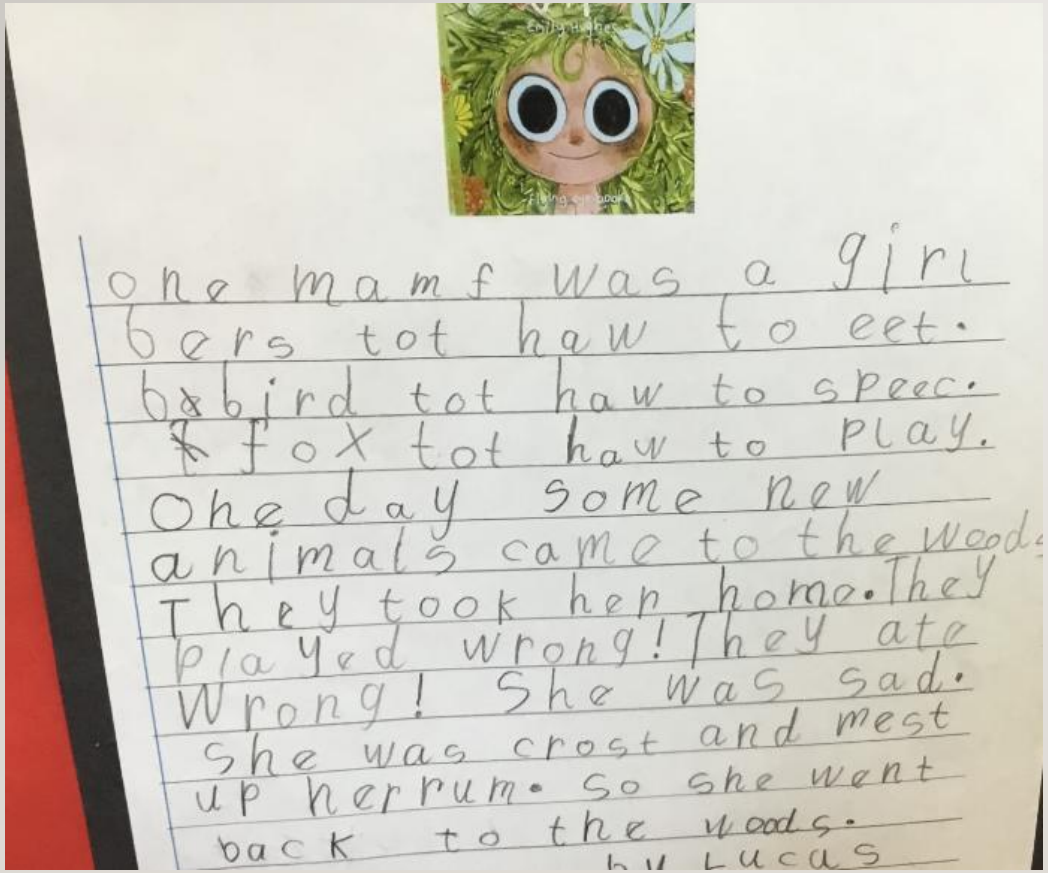


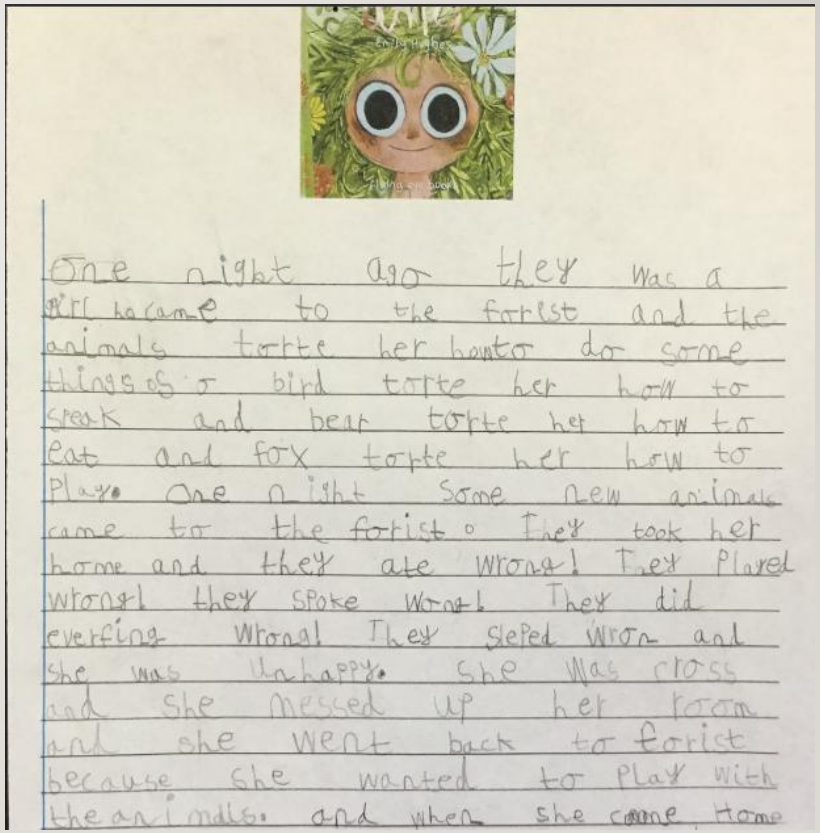


Letter strings (not linked to phonics)



STAGES OF WRITING

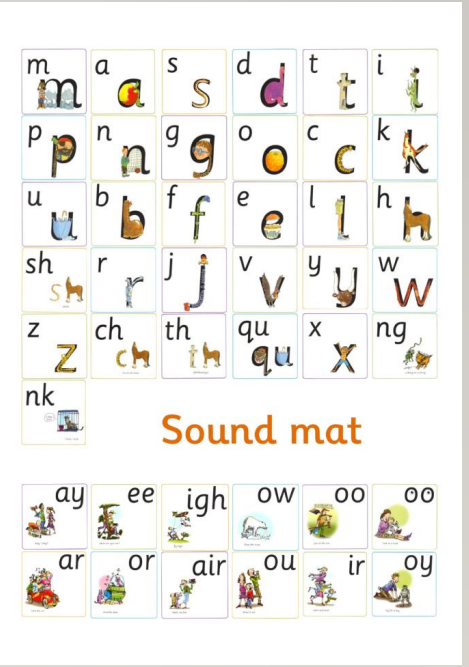




SPELLING TRICKY WORDS & MODEL

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he



GOOGLE CLASSROOM/ QR CODES FOR PRACTICE AT HOME.

- Each week the sounds that we have practised will be QR Codes and Google Classroom

SUPPORTING WRITING AT HOME

Sweeping

Ball games

Tummy drawing/ writing

Playdough

Writing stories

Tracing

Threading

Using climbing equipment at the park

Drawing

Model writing for different purposes (shopping lists, cards, letters, notes, invitations)

Encourage labelling e.g. if they have drawn mum and dad could they have a go at writing this?

Practise letter formation