



Cavendish Close Infant and Nursery School

Wood Road
Chaddesden
Derby
DE21 4LY

Headteacher

Mrs C Diffin

Telephone

01332 662239

Email

admin@cavclosei.derby.sch.uk

Web

www.cavclosei.derby.sch.uk

16th October 2020

Dear Year 1 Parents and Carers,

Unfortunately, we can't invite you into school for our annual Supporting Reading in Year 1 Meeting.

The Year 1 teachers would like you to read and use these 6 pages to enable your child to be a Super Star Reader. If you have any questions, please ask us.

We are grateful for your daily support at home with reading.

Kind Regards

Mrs Diffin

Headteacher



Phonics and Reading

Phonics

Letters and Sounds is our school phonics scheme. It focuses on blending sounds to read words (sounding out).

Use these links to access the 'Phonics Play' and 'Education City' websites. Here you can play a wide variety of games to practise blending words.

<https://new.phonicsplay.co.uk/>

<https://www.educationcity.com/>



Letters and sounds online has daily phonic lessons for Reception and Year 1.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos

This video demonstrates the correct articulation of different sounds.

https://www.youtube.com/watch?v=TTe5_EmOBHQ

Use the Collins Big Cat letters and sounds grapheme chart on our school website to practise.



Reading



Collins
BIG CAT
Phonics

for Letters and Sounds

Collins Big Cat Phonics for 'Letters and Sounds' is our new school reading scheme. The books in this scheme have been developed to directly support the teaching of letters and sounds and are fully decodable which means that the majority of words can be blended.

Please enjoy these reading books together every day. Each book has focus phonemes (sounds) and words to practise in the inside of the inside of the front cover which will help improve your child's confidence and fluency when reading.

Try to find time to read every day.

Enjoy sharing a bedtime story together.

Enjoy reading your favourite books from your bookshelf. Remember to limit the amount of screen time.



VIPERS Challenge

These are the VIPERS that we use to teach comprehension skills in school. Here are some basic questions you could ask your child while reading to develop their comprehension skills.



Vocabulary

What does the word...mean in this sentence?

Put your finger on a word that means...

Which other words could you use to describe...?

Inference

Why was... feeling like this?

Why did... happen?

How does...make you feel?

Prediction

What is this book going to be about?

What do you think will happen next?

What happened before? What happened after?

Explanation

Who is your favourite character? Why?

Would you like to live in this setting? Why?

What would you change about this story?

Retrieval

What kind of text is this?

What happened when...?

Where did...?

Why did... happen?

Sequencing

What was the first thing that happened in the story?

Put these 5 events from the story in order.

What happened after?



Becoming a superstar reader

How you can help your child at home.

Try to read at home with your child every day.

This only needs to be for a short period of 5 – 10 minutes.
Remember to write in their reading diary every day.



Supporting early readers

ee ur au
wh ow y

the

to you

was

some

were

my

*Look through their books with them first and talk about what is happening in the pictures before they begin to read. Encourage them to turn the pages of their books correctly and to point to each word as they read.

*Practise reading the phonemes, blending words and recognising common exception words together on the inside cover of their reading book. Can they spot these words as they read?

*Encourage them to say each of the sounds in the words in their book and blend them together.

*Remember you can use picture cues to help them work out unfamiliar words – using pictures is an important reading strategy.

*Help them to check their reading makes sense and if not go back and have another go.

*As they read discuss what is happening. Can they answer simple questions about what they are reading? Do they show understanding?

Supporting more advanced readers

*If your child is a confident, independent reader help them to develop expression in their voice, especially when characters are talking.

*Encourage them to discuss the books they read more fully. Ask them to predict what is going to happen next. Why do they think that will happen? Talk about whether they liked the book or not. Why?

*Ask your child comprehension questions about their book. Have they understood what they have read?

*If reading an information text, practise using non-fiction features such as the contents page, index and glossary.

*Encourage them to read a wide range of different texts - stories, information books, magazines, comics etc.



What? Can?

Who? Where?

Why? How?

Year 1 Master Reader

I can **blend** sounds.

My Sounds Chart

a	e	i	o	u	ing
at	ea	ig	oo	ug	
ax	ee	ig	oo	ug	
ay	ee	ig	oo	ug	
az	ee	ig	oo	ug	
ba	ea	ig	oo	ug	
be	ee	ig	oo	ug	
bi	ee	ig	oo	ug	
bo	ee	ig	oo	ug	
bu	ee	ig	oo	ug	
ca	ea	ig	oo	ug	
ce	ee	ig	oo	ug	
ci	ee	ig	oo	ug	
co	ee	ig	oo	ug	
cu	ee	ig	oo	ug	
da	ea	ig	oo	ug	
de	ee	ig	oo	ug	
di	ee	ig	oo	ug	
do	ee	ig	oo	ug	
du	ee	ig	oo	ug	
ea	ee	ig	oo	ug	
ee	ee	ig	oo	ug	
ei	ee	ig	oo	ug	
eo	ee	ig	oo	ug	
eu	ee	ig	oo	ug	
fo	ee	ig	oo	ug	
fu	ee	ig	oo	ug	
ga	ea	ig	oo	ug	
ge	ee	ig	oo	ug	
gi	ee	ig	oo	ug	
go	ee	ig	oo	ug	
gu	ee	ig	oo	ug	
ha	ea	ig	oo	ug	
he	ee	ig	oo	ug	
hi	ee	ig	oo	ug	
ho	ee	ig	oo	ug	
hu	ee	ig	oo	ug	
ia	ea	ig	oo	ug	
ie	ee	ig	oo	ug	
io	ee	ig	oo	ug	
iu	ee	ig	oo	ug	
ja	ea	ig	oo	ug	
je	ee	ig	oo	ug	
ji	ee	ig	oo	ug	
jo	ee	ig	oo	ug	
ju	ee	ig	oo	ug	
ka	ea	ig	oo	ug	
ke	ee	ig	oo	ug	
ki	ee	ig	oo	ug	
ko	ee	ig	oo	ug	
ku	ee	ig	oo	ug	
la	ea	ig	oo	ug	
le	ee	ig	oo	ug	
li	ee	ig	oo	ug	
lo	ee	ig	oo	ug	
lu	ee	ig	oo	ug	
ma	ea	ig	oo	ug	
me	ee	ig	oo	ug	
mi	ee	ig	oo	ug	
mo	ee	ig	oo	ug	
mu	ee	ig	oo	ug	
na	ea	ig	oo	ug	
ne	ee	ig	oo	ug	
ni	ee	ig	oo	ug	
no	ee	ig	oo	ug	
nu	ee	ig	oo	ug	
oa	ea	ig	oo	ug	
oe	ee	ig	oo	ug	
oi	ee	ig	oo	ug	
oo	ee	ig	oo	ug	
ou	ee	ig	oo	ug	
pa	ea	ig	oo	ug	
pe	ee	ig	oo	ug	
pi	ee	ig	oo	ug	
po	ee	ig	oo	ug	
pu	ee	ig	oo	ug	
ra	ea	ig	oo	ug	
re	ee	ig	oo	ug	
ri	ee	ig	oo	ug	
ro	ee	ig	oo	ug	
ru	ee	ig	oo	ug	
sa	ea	ig	oo	ug	
se	ee	ig	oo	ug	
si	ee	ig	oo	ug	
so	ee	ig	oo	ug	
su	ee	ig	oo	ug	
ta	ea	ig	oo	ug	
te	ee	ig	oo	ug	
ti	ee	ig	oo	ug	
to	ee	ig	oo	ug	
tu	ee	ig	oo	ug	
va	ea	ig	oo	ug	
ve	ee	ig	oo	ug	
vi	ee	ig	oo	ug	
vo	ee	ig	oo	ug	
vu	ee	ig	oo	ug	
wa	ea	ig	oo	ug	
we	ee	ig	oo	ug	
wi	ee	ig	oo	ug	
wo	ee	ig	oo	ug	
wu	ee	ig	oo	ug	
ya	ea	ig	oo	ug	
ye	ee	ig	oo	ug	
yi	ee	ig	oo	ug	
yo	ee	ig	oo	ug	
yu	ee	ig	oo	ug	

pan cakes
rain bow
grass hopper
jelly bean
bath tub

I can read **compound** words.

I can read **phonetically decodable** words.

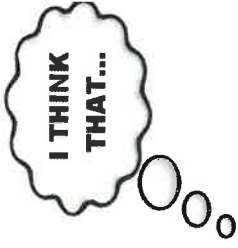


I can read words that end with.

s ing ed est



I can say what I **like** and **do not like** about what I have read.



I can **check** that my reading makes sense.



I can make **predictions** based on what I have read.



I can draw **inferences** from illustration, events, characters' actions and speech.









LETTERS AND SOUNDS GRAPHEME CHART







































Love Reading

PHASES 2-3

s	t	p	n	m	d	g	c	r	b	h	f
											
ss							k / ck			ff	ll
l	j	v	w	x	y	z	qu	th	ch	sh	ng
											
						zz					
nk	a	e	i	o	u	ai	ee	igh	oa	oo	oo
						 sail in the rain	 queen bee	 night light	 float the boat	 look in the book	 a cool pool
ar park the car	or torn shorts	ur turns and turns	ow How now, Wow Cow!	oi a coin in soil	ear my ears can hear	air a pair of chairs	ure a sure cure				
	er power shower										
											

PHASES 3-5

s	t	p	n	m	d	g	c	r	b	h	f
											
ss / c / ce / sc / se			kn / gn	mb			k / ck / ch / qu / x	wr			ff / ph
l	j	v	w	x	y	z	qu	th	ch	sh	ng
											
ll / le	g / ge / dge	ve	wh			zz / se / s			tch / t	ch / ti / ci / si / ssi	
nk	a	e	i	o	u	ai	ee	igh	oa	oo	oo
						 sail in the rain	 queen bee	 night light	 float the boat	 look in the book	 a cool pool
ar park the car	or torn shorts	ur turns and turns	ow How now, Wow Cow!	oi a coin in soil	ear my ears can hear	air a pair of chairs	ure a sure cure	zh treasure			
	aw / au / our / al / augh	er / ir / or ear	ou	oy	ere / eer	are / ere / ear	our	sure / ston / sual / ge			
a											

Reception Common Words



a	is	to	and	I	the
out	has	his	no	go	they
her	you	of	pull	full	was
are	we	be	he	she	push
all	into	like	so	little	ask
what	me	some	come	there	house
	out	have	do	here	



Year 1 Common Words

to	the	by	are	she	we
me	be	you	they	some	little
out	love	of	into	have	what
when	ago	all	was	were	there
one	our	my	he	said	once
oh	friend	where	their	house	so
school	ask	do	today	like	come
push	pull	full	your	says	go

Year 2 Common Words

door	floor	poor	many	child	children
wild	water	find	kind	mind	behind
climb	most	only	both	old	cold
gold	hold	told	every	break	great
steak	half	any	who	sugar	eye
prove	move	improve	whole	hour	pretty
beautiful	last	past	fast	plant	path
bath	after	again	father	class	grass
pass	everybody	could	should	would	clothes
because	parents	Christmas	money	even	Mr
	Mrs	water	pretty	busy	



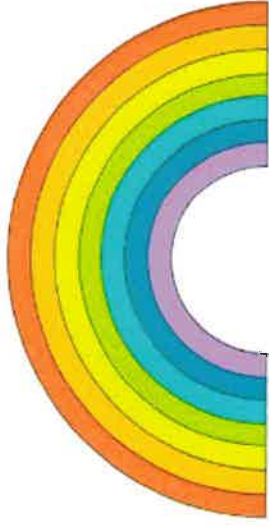
Reading with your child

Some questions to ask your child whilst reading together

- Look at the front cover. What could the book be about?
- Who is the author?
- What is an illustrator? What do they do?
- Who are the main characters?
- How do you think that character feels? Why? How would you feel in that situation?
- Who is your favourite character? Why?
- How can you read an unfamiliar word? Can you sound talk and then blend?
- What does that word mean? Read the words around it to help you figure it out (context)
- What do you think will happen next?
- Is there a hidden message in the story? What is it?
- Can you predict how the book will end?
- Can you retell the story in your own words?
- Do you like how the story ended? Can you think of another way the book could have ended?



Please try your best to read at home with your child every day.



Remember to sign in your child's diary every day when they read so that they can move up the reading rainbow and get a prize.

Reading at home

Every Friday your child will get a short piece of homework. Please help them to complete it and sign in their diary.

Remember this counts as a read on the rainbow.

The more children read at home the more prizes and rewards they can choose.



Please take care of our new books and make sure that your child brings them to school every day in their book bag.