

Year 1 Curriculum and Above

Two-minute Reading Activities

(Set timer for two minutes. Session ends as soon as the buzzer goes.)

Count graphemes (a grapheme is one or more letters that represent a sound)

- Adult models process
- Adult reads the first word aloud and counts the number of sounds on their fingers
- Student reads the word aloud and counts the number of sounds on their fingers
- Student completes the chart, reading each word aloud, counting sounds on their fingers and filling in the chart
- If student makes an error, adult demonstrates, counting the sounds on their fingers and student repeats and corrects

	Number of sounds		Number of sounds
fish	3	clap	4
am		wish	
get		shop	
shut		brush	

Word root and ending

- Using examples, such as singing, flags, crosses, wished, smelly
- Tell the student that you are going to look at words and decide which bit is the root (ie a word from which other words are formed; the part of the word that tells its meaning) and which bit is the ending. Discuss what the ending tells us (eg (s) might tell us that there is more than one; (ed) tells us the action took place in the past)
- Read each word with the student. Ask the student to write the root in the first column and the ending in the second column
- Correct word by word and discuss any errors as you go

Word	Root	Ending
rained	rain	ed
lunches		
playing		
quickly		

Jumbled sentences

- You can use the dictation sentences at <http://www.speld-sa.org.au/images/Phonics/f%20-%20dictation%20sentences.pdf> These sentences include words, with the first 42 sounds, and the progression of Jolly Phonics tricky words.
- Print about 6 sentences onto a sheet of light coloured A4 paper. (This may be laminated)
- Adult cuts out each sentence separately
- Adult writes the sentence on the back of a used envelope.
- Adult cuts each sentence into separate words. Keep the full stop with the last word.

For example,

I	went	to	the	bus	stop.
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- Adult places each cut up sentence in an envelope with the sentence written on the back.
- Adult removes the words from one envelope and mixes them up on a table or the floor
- Remind the student that a sentence starts with a capital letter, ends with a full stop and must make sense.
- The student assembles the words to form a sentence.
- The student then checks that their sentence is the same as the one on the envelope.

Extension

Jumbled question sentences

- For students who have learnt about questions and question marks (end Year 1), you can use the list of question sentences at <http://www.speld-sa.org.au/images/Phonics/m%20-%20special%20needs%20-%201st%20question%20sentences.pdf> to create jumbled sentences and follow the same procedure as above
- Group 1 question sentences include regular words made from the first 42 letter sounds and tricky words 1-10.
- Group 2 sentences include regular words made from the first 42 letter sounds, tricky words 1-20 and more multi-syllable words.