

Reading in Key Stage 1

Mrs Sun

3rd November 2022

Reading matters!

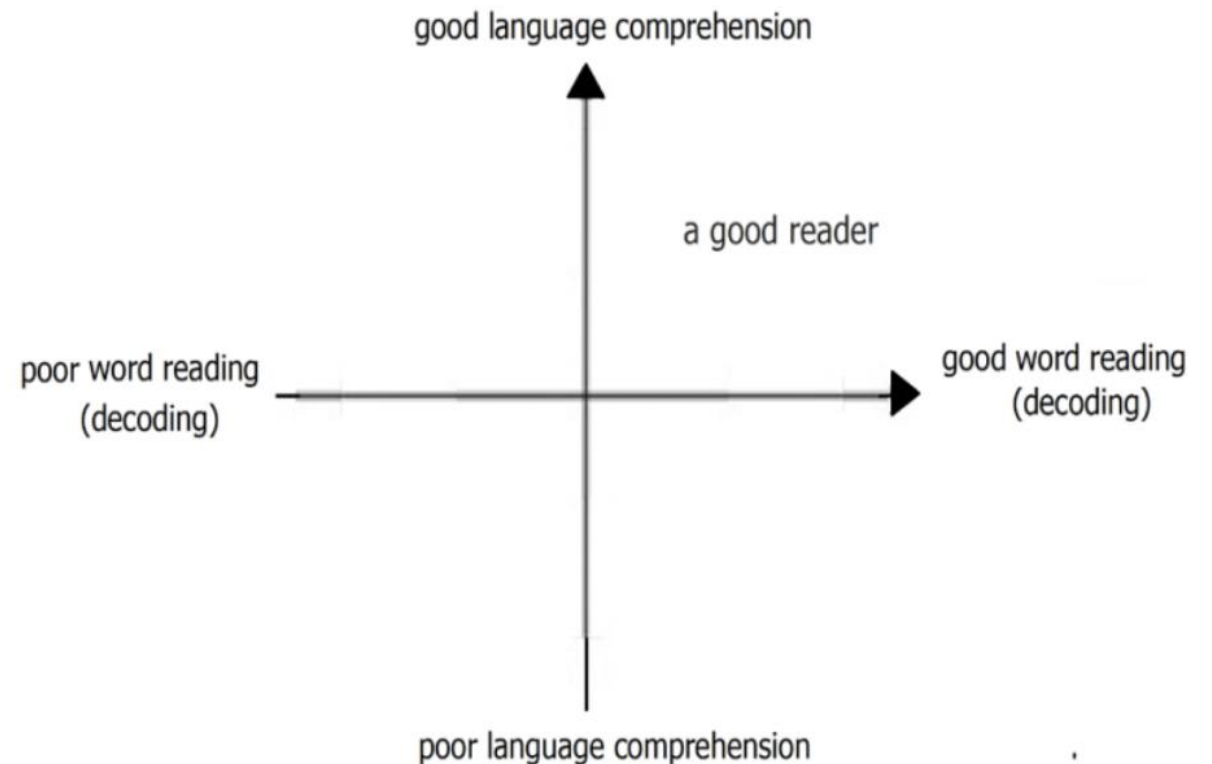


- ▶ At Darrick Wood Infant and Nursery School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong, motivated readers.
- ▶ At the heart of our strategy is our drive to foster a love of reading. Ensuring our children become fluent and engaged readers is our priority and our teachers are role models.
- ▶ We believe what makes a good reader is the ability to decode, understand, respond and develop a positive attitude, enabling children to visualise the text that they are reading.
- ▶ When children learn to read, they develop greater general knowledge, a wider range of vocabulary and strong oral and literacy skills, which helps children to thrive. We recognise that the ability to read is fundamental to pupil's development and progress across the curriculum.
- ▶ Early reading also ignites creativity, sparks curiosity, and stimulates imagination. Starting from Nursery, children are encouraged to become early readers.
- ▶ We are determined that every pupil will learn to read, regardless of their background, needs or ability. We aim for all pupils to make sufficient progress to meet or exceed age-related expectations.
- ▶ We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live.

The knowledge of a good reader

- ▶ Word reading and language comprehension require different sorts of teaching.
- ▶ When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.
- ▶ However, when they can read most words ‘at a glance’ and can decode unfamiliar words easily, they are free to think about the meaning of what they read.
- ▶ They can then begin to develop their understanding of language through their reading.

Figure 1: The knowledge of a good reader



Language comprehension

- ▶ Language comprehension is what allows us to understand what others are saying and the words we are reading. We can follow directions, have conversations, interact with others in public, and read to learn. All of these things require language comprehension skills.
- ▶ Language comprehension begins to develop in infancy and continues to develop throughout the lifespan. It is a skill that is acquired through exposure to language.
- ▶ Language comprehension develops naturally through exposure to language and information, but there are some strategies that can help address this area.
- ▶ Children who begin school with a poor understanding of language will need considerable support to develop their spoken language

We therefore-

Teach children how to listen and engage

Use talk partners during carpet inputs

Plan our story times

Have lots of back and forth talk
Extend children's vocabulary

Share poems and nursery rhymes

The importance of developing spoken language

- ▶ Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary
- ▶ All talk is useful, especially when directed to the child specifically
- ▶ Talk about books they love brings particular advantages
- ▶ Parents who engage their children in books prepare them to become committed and enthusiastic readers
- ▶ Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.

Developing a love for reading

- ▶ Reading for pleasure had a powerful influence on children's cognitive development, especially in terms of their vocabulary
- ▶ Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background.
- ▶ children need to learn to read as fluently as possible and be motivated to continue reading for pleasure

Word reading (decoding)

- ▶ - Early word reading is taught using the DfE approved **Systematic Synthetic Phonics Programme Bug Club Phonics**. Pupils are systematically taught the phonemes, how to blend the sounds together for reading, and how to segment the sound to spell words. Children are taught to use their phonics skills and knowledge as their first approach to reading.
- ▶ Our phonics teaching is a whole school approach. All year groups follow the Bug Club Phonics teaching programme from Nursery to Year 2. All children in Reception and KS1 have daily twenty minutes high quality phonics lessons.
- ▶ We use Bug Club interactive resources to deliver interactive lessons that model the skills of segmenting and blending. We have invested in a wide range of fully decodable books including e-books and print books for school and home reading. These books are expertly colour banded to match children's reading level.
- ▶ - Our rigorous and systematic phonics teaching approach enables children to make the best start with decoding and phonological awareness leading to word recognition. Learning to decode fluently and accurately allows children to become confident readers and enables learners to access all the enjoyment and excitement books can bring.

What is Phonics?

- ▶ Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- ▶ Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.
- ▶ Understanding phonics will also help children know which letters to use when they are writing words.
- ▶ Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.
- ▶ Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat”.
- ▶ <https://literacytrust.org.uk/information/what-is-literacy/what-phonics/>

Phonics Terminology

Phoneme

a single sound - can be made using more than one letter
e.g. **s**, **k**, **z**, **oo**, **ph** 🏰

Digraph

2 letters that make a single sound
e.g. **ee**, **oa**, **ea**, **ch**, **ay**

Grapheme

a written sound
e.g. **a**, **l**, **sh**, **air**, **ck**

Split Digraph

2 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**

Trigraph

3 letters that make a single sound
e.g. **ear**, **air**, **igh**, **dge**, **tch**

Phonics Phases

Phase 2

Sound Mat

s	a	t	p	i	n	m	d	g
o	c	k	ck	e	u	r	h	b
f	ff	l	ll	ss				

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Phase 3

Sound Mat























j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	ow	oi	ear	air	er	ure


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Phonics Phases

Phase 5

Sound Mat




























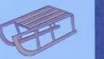

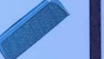











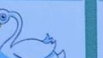

wh 	ph 	ay 	ey 	ea 	ie 	oe 	ew 	ew 
ue 	ue 	aw 	au 	ir 	ou 	oy 	a-e 	e-e 
i-e 	o-e 	u-e 	u-e 					



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Phase 5
Alternatives

Sound Mat

eigh 	ey 	ei 	ie 	y 	y 	i 	ow 	o 
u 	oul 	al 	ear 	ere 	eer 	are 	ear 	ch 
c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 	g(e) 	g(i) 	g(y) 
dge 	le 	mb 	kn 	gn 	wr 	tch 	ch 	ci 
ssi 	ti 	si 	ea 	(w)a 	o 	s 		

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Pure Sounds

- ▶ Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
- ▶ Helping children to understand how to say what we call 'pure sounds' is an important factor in building a strong foundation for future and more complex phonetic skills. Being able to sound out pure sounds for letters such as 'f', 'm', and 's' as 'ff', 'mmm', and 'sss' makes it much easier for children to blend sounds together to read.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Sequence of teaching

Sequence of teaching in a discrete phonics session

Introduction
Objectives and criteria for success



Revisit and review



Teach



Practise



Apply



Assess learning against criteria

Phonics Lesson Structure



Step 1: warm up
Sing alphabet song



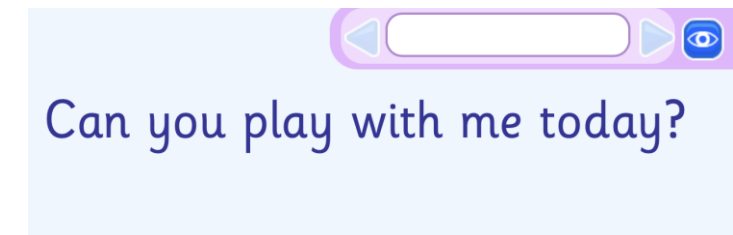
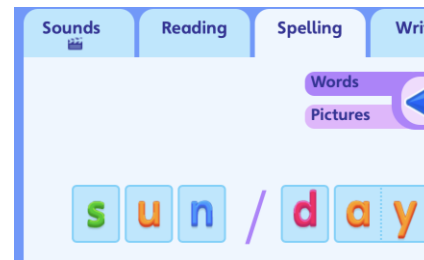
Step 2: Revision: Previously learnt phonemes flash card; read and spell words with phonemes learnt previous day.



Step 3: teach:
introduce new
phonemes/grapheme

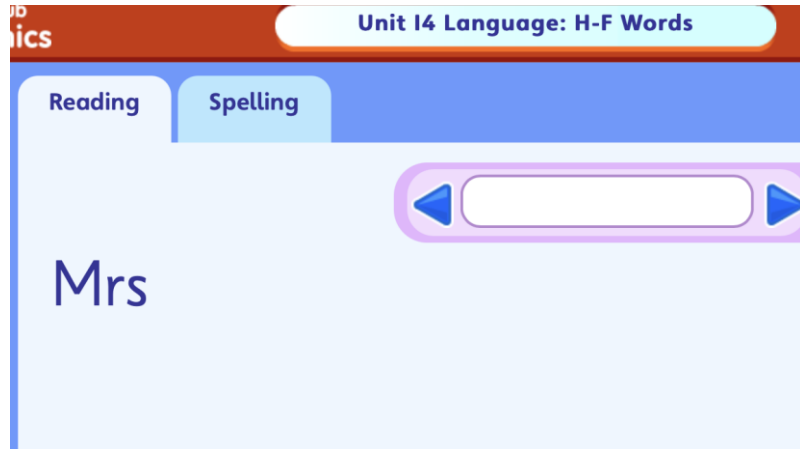


Step 4: Practice
Read and spell words with
the new
phonemes/grapheme

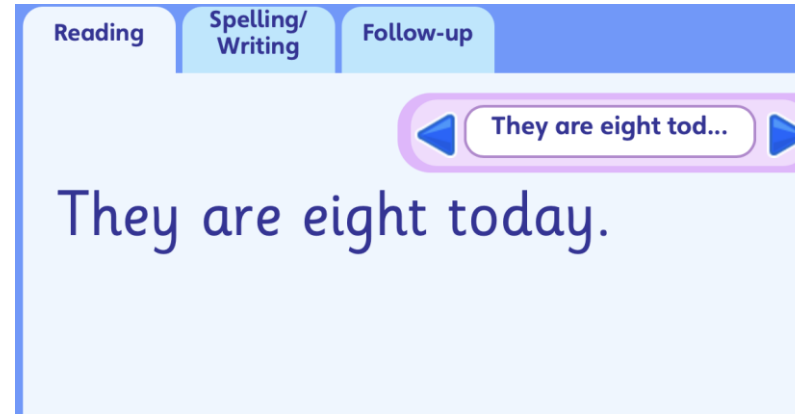


Step 5: ~Apply
Write a dictated sentence using
the key words containing new
phonemes/grapheme and then
challenge to write own
sentences.

Language lesson: to finish off the unit



Reading and spelling irregular words (common exception words or tricky words)



Reading sentences containing all the phonemes/graphemes learnt in that unit.



Follow up: write a sentence/ simple caption using the words learnt in the unit.

Phonics Assessment

End of unit
assessment: online
games



- ☐ [Unit 14 Assessment \(ay, a-e, eigh, ey, ei \(long a\)\) Listening](#)
- ☐ [Unit 14 Assessment \(ay, a-e, eigh, ey, ei \(long a\)\) Sound sort](#)
- ☐ [Unit 14 Assessment \(ay, a-e, eigh, ey, ei \(long a\)\) Spelling](#)
- ☐ [Unit 14 Assessment \(ay, a-e, eigh, ey, ei \(long a\)\) Pseudo-words](#)

End of phase
assessment

should	pearl
yield	grind
strobe	nephew
haul	version

pimb	bouse
scrudge	cly
glotch	thace
gleerd	gnep

oh	Mrs
their	asked
called	people
looked	Ms

Interim
assessment

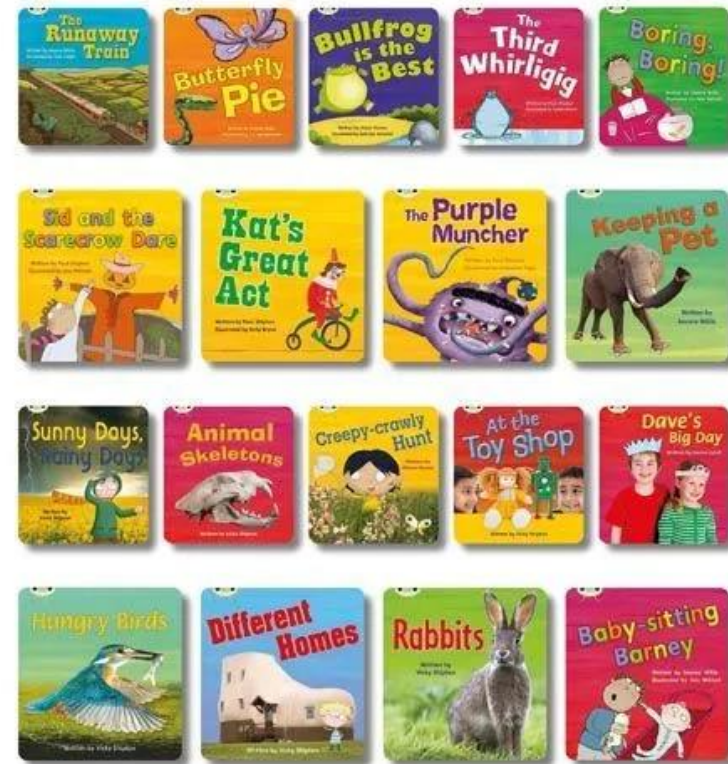
New graphemes and vowel digraphs/trigraphs – Spelling

Name: _____ Date: _____

Unit	Cloze procedure sentence	Word selection
13	Can you tell me _____ one? Please answer the _____.	which wich fone phone
14	Jack fell and is in _____. Please can I have some _____?	payn pain cake caik
15	Please _____ the car. Try not to get up to _____.	cleen clean mischief mischeef

Levelled reading Books to Support words reading

- ▶ The texts and books children are asked to read at school and at home independently are decodable so they can apply what they have learnt in phonics lessons in reading.
- ▶ Children are taught to decode Common Exception Words and not to see them as separate. Phonics should be primary approach. Children need to note the exceptions and not see by sight. What is regular and irregular about the word?



Reading Levels

Book Band Colour	Reception	Year 1	Year 2
Lilac	Phase 1		
Pink	Phase 2		
Red	Phase 3		
Yellow	Phase 4		
Blue		Phase 5	
Green		Phase 5	
Orange		Phase 5	
Turquoise			Phase 6
Purple			Phase 6
Gold			Phase 6
White			
Lime			

BoomReader



- ▶ BoomReader is our online reading record system. It is separate from Bug Club.
- ▶ BoomReader is monitored on a daily basis by your child's class teacher.
- ▶ We expect parents and carers to comment at least once a week.
- ▶ Children should be reading every day for at least ten minutes. This should include a range of reading their decodable reading book, their library book, Bug Club online.

Reading common exception words

Common Exception Words

Year 1				Year 2				
a	his	push	was	after	class	floor	most	pretty
are	house	put	we	again	climb	gold	move	prove
ask	I	said	were	any	clothes	grass	Mr	should
be	is	says	where	bath	cold	great	Mrs	steak
by	love	school	you	beautiful	could	half	old	sugar
come	me	she	your	because	door	hold	only	sure
do	my	so		behind	even	hour	parents	told
friend	no	some		both	every	improve	pass	water
full	of	the		break	everybody	kind	past	who
go	once	there		busy	eye	last	path	whole
has	one	they		child	fast	many	people	wild
he	our	to		children	father	mind	plant	would
here	pull	today		Christmas	find	money	poor	

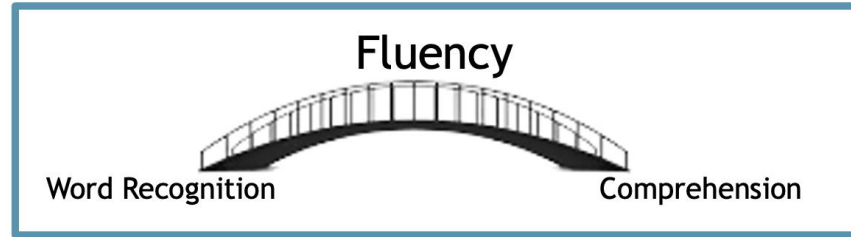


visit [twinkl.com](https://www.twinkl.com)

Phonics Screening Test

- The **Phonics Screening Test** (*otherwise known as the "Year 1 Phonics Screening" or "Phonics Test"*) is a short phonics assessment. The first Phonics Screening Test took place in June 2012.
- It is a **compulsory** test. It is part of the national curriculum assessment programme
- It tests whether children have learned to **decode** words using phonics to the **required level**.
- Children are expected to sound out and blend **graphemes** to read simple words. They are also required to read **phonically** decodable one-syllable and two-syllable words.
- If a child fails the Phonics Screening Test, then they are required to take it **again** at the end of **Year 2**.

Reading fluency



- ▶ *Fluency is the ability to read a text accurately, quickly and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.*
- ▶ *Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. When fluent readers read silently, they recognise words automatically. They group words quickly to help them gain meaning from what they read.*
- ▶ *Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected to comprehending a text.*

What do fluent readers look like?

They read aloud effortlessly and with expression

Their reading sounds natural, as if they are speaking.

When they read silently, they recognise words automatically.

They group words quickly to help them gain meaning from what they read.

They can make connections among the ideas in the text and their background knowledge.

They recognise words and comprehend at the same time.

Reading Fluency Checklist



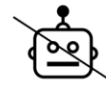
Accuracy

I read the words accurately



Rate

My reading rate is just right – not too fast and not too slow!



Expression

I read with expression –NOT like a robot!



Punctuation

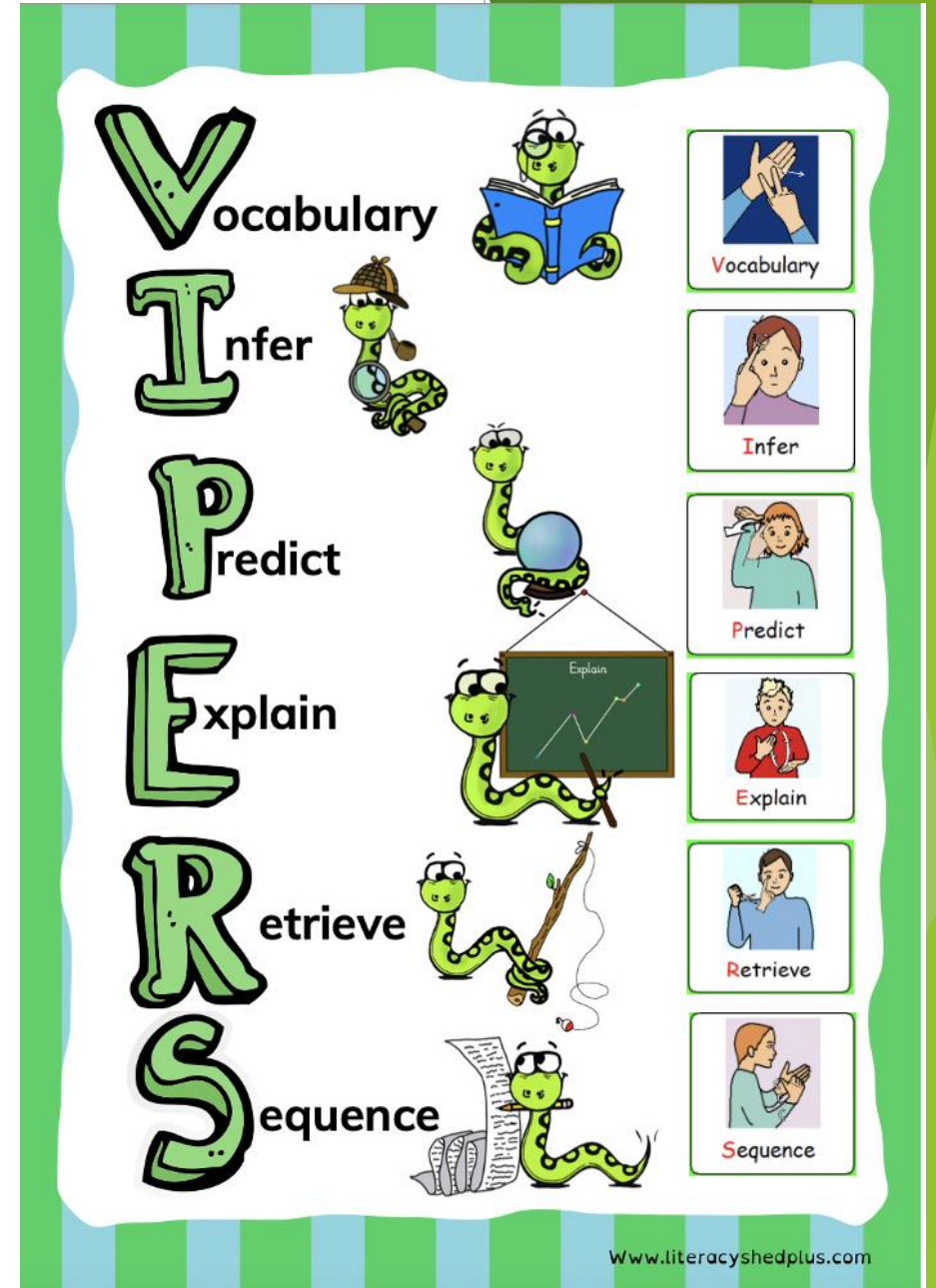
I read in phrases and show I understand the punctuation in the text.

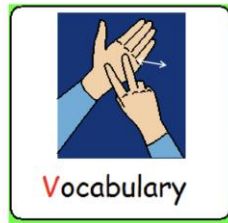
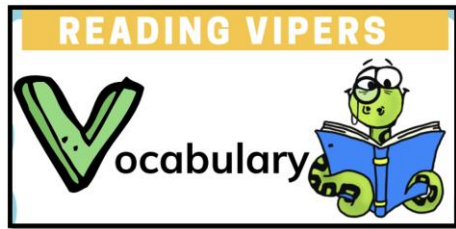
How to help developing reading comprehension skills at home?

- ▶ **Model fluent reading:** let your child see and hear what a fluent reader should sound like. Make sure you include plenty of expressions and models proper phrasing and pacing.
- ▶ **Stopwatch readings:** read a given passage in a set time frame., e.g one minute. Stop to go through any tricky words. Practise these words and then read again. This time it can be slightly less time given.
- ▶ **Choral reading aloud:** when you read aloud and ask your child to follow at the same pace. Choose a book at the child's independent reading level.
- ▶ **Marked reading :** take a passage and ask your child to read while you silently follow on a copy of that same passage. Mark places where your child made mistakes and keep practising these words and passages.
- ▶ **Re-read favourite books:** reading the same books again and again is very beneficial. It gives confidence, accuracy without focusing on just reading
- ▶ **Read frequently.** The more they read the better they get.

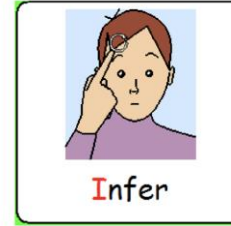
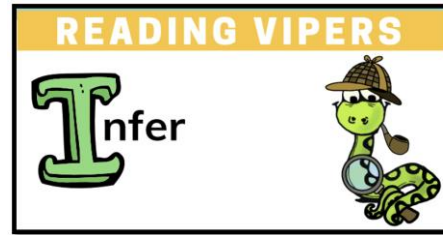
Reading comprehension skills

- Reading comprehension is the ability to read a sentence and understand its meaning. It is the ability to look at written words and process the meaning or ideas behind them.
- Reading comprehension isn't just understanding a single word or its meaning—it is the ability to recognize words, sentences, and paragraphs and make sense of the overall meaning.
- We use V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Sequence/ Summerise) as our strategy to explicitly teach key reading comprehension skills.
- Year 2 has started literacy leaf whole class reading sessions to teach reading comprehension skills explicitly.

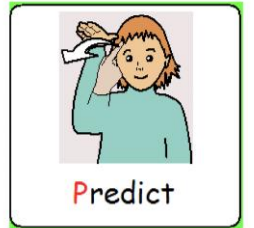
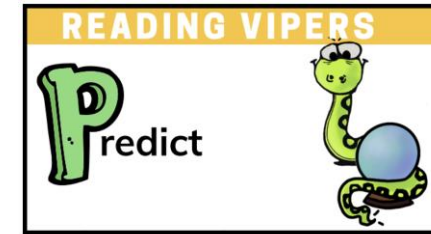




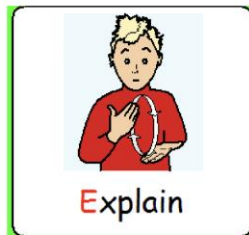
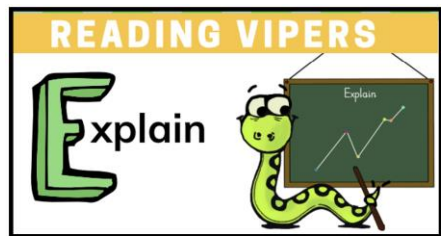
Draw upon knowledge of vocabulary in order to understand the text.



Make and justify inferences using evidence from the text.



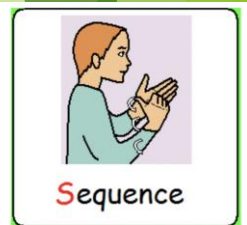
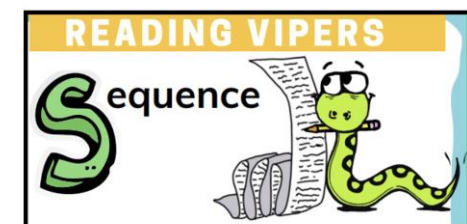
Predict what you think will happen based on the information that you have been given.



Explain your preferences, thoughts and opinions about the text.



Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.



Sequence the key events in the story.

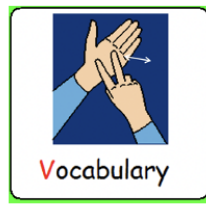
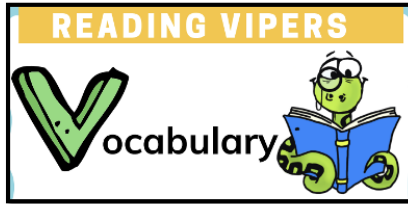
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Teaching reading fluency and comprehension skills

- ▶ We follow the Literacy Tree English Curriculum to teach reading and comprehension skills through daily English lessons. The Literacy Tree English Curriculum immerses children in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English.
- ▶ Children become critical readers and acquire an authorial style as they encounter a wide range of significant authors and a variety of fiction, non-fiction, and poetry.
- ▶ A wide range of skills are developed through these carefully chosen high quality texts. In Key Stage One, we follow Literacy Leaves, which is a reading programme as a part of the Literacy Tree curriculum for whole class reading sessions.
- ▶ We focus on teaching V.I.P.E.R.S explicitly through high quality texts across a wide range of genres. Each session has a clear objective of one or two focused reading skills to focus on. Pupils have opportunities to practice and apply these skills in carefully planned reading activities in guided reading sessions.





Draw upon knowledge of vocabulary in order to understand the text.

What does the word _____ mean in this sentence?

Find and copy a word which means _____.

What does this word or phrase tell you about _____?

Which word in this section do you think is the most important? Why?

Which of the words best describe the character/setting or mood?

Can you think of any other words the author could have used to describe this?

Why do you think _____ is repeated in this section?

I know this word means _____.

I know another word which has the similar meaning.

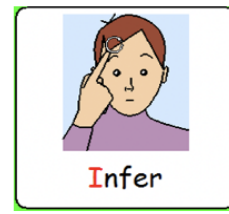
I know another word which has the opposite meaning.

This word tells me that _____.

This word is important because _____.

This word is interesting because _____.

This word is the best to describe the character or the setting because _____.



Make and justify inferences using evidence from the text.

Why was _____ feeling _____?

Why did _____ happen?

Why did _____ say _____?

Can you explain why _____ happened?

What do you think the author intended when they said _____?

How does _____ make you feel?

She or he felt _____ because _____.

It shows that _____.

I got the impression that _____.

She or he was thinking that _____ because _____.

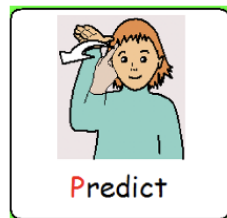
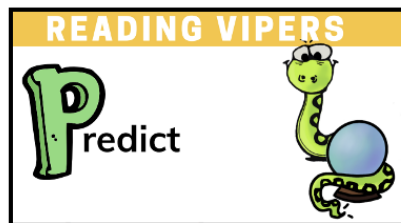
She or he was feeling _____ because _____.

It happened because _____.

She or he said _____ because _____.

The author said that because _____.

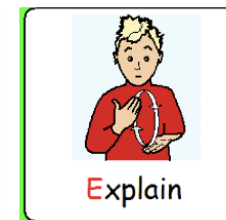
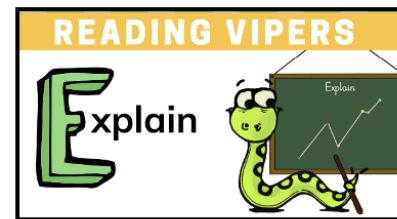
I felt _____ because _____.



Predict what you think will happen based on the information that you have been given.

Look at the book cover/blurb – what do you think this book will be about?
 What do you think will happen next?
 What makes you think this?
 How does the choice of character or setting affect what will happen next?
 What is happening?
 What do you think happened before?
 What do you think will happen after?

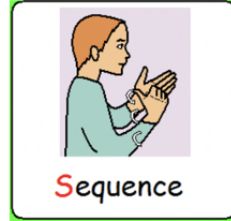
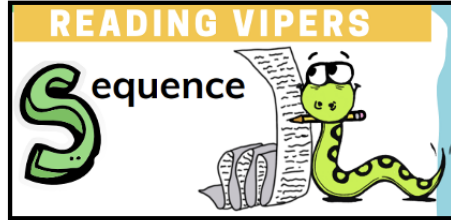
I think this book is about _____.
 I predict that _____.
 It is because _____.
 I think it will happen because _____.
 I don't think it will happen because _____.
 This shows that _____.
 This has given me a clue to show that _____.



Explain your preferences, thoughts and opinions about the text.

Who is your favourite character? Why?
 Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not?
 Is there anything you would change about this story?
 Do you like this text?
 What do you like about it?

My favourite character is _____ because _____.
 My favourite part is _____ because _____.
 I would like to live in this setting because _____.
 I would not want to live in this setting because _____.
 If I can change the story, I would _____.
 I like this book because _____.
 I dislike this book because _____.



Sequence the key events in the story.

Can you renumber these events 1-5 in the order that they happened?
 What happened after?
 What was the first thing that happened in the story?
 Can you summarise in a sentence the beginning/middle/end of the story?
 In what order do these chapter headings come in the story?

First
 At the beginning
 Next
 Then
 After that
 Finally
 In the end



Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.

What kind of text is this?
 Who did ____?
 Where did ____?
 When did ____?
 What happened when ____?
 Why did _____ happen?
 How did _____?
 How many _____?
 What happened to _____?

This text is a _____ because _____.
 It happened in _____.
 It happened when _____.
 It happened because _____.
 I can find the information from _____.

Reading comprehension tests

Name: _____

Orange A

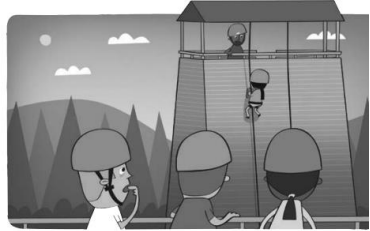
Class: _____ Date: _____

Practise these words: abseiling climbed clipped

The Wall of Fear

Jake's legs were trembling as he looked up at the high wall. He had a helmet on his head and a harness round his waist.

"Whatever happens," Jake said to himself, "I must NOT let the others see I'm afraid."



1 Why do you think Jake's legs were trembling? Tick **one** box.

Because his legs were worn out from running

☐

Because he was cold

☐

Because he was afraid of going up the high wall

☐☐

2 Why do you think Jake didn't want the others to know how he felt? Tick **one** box.

Because they might tease him

☐

Because he wasn't really afraid

☐

Because he was ill

☐☐

At last it was Jake's turn. Slowly, he climbed the ladder to the platform at the top of the wall. He was trying not to think about the next bit. He had to abseil all the way down the wall!



3 What did Jake have to do when he got to the top of the wall?

☐

At the top, an instructor clipped a rope to Jake's harness. "Don't worry, son," he said. "You can do it!" But Jake was too afraid to speak.



Culture capital experience

- Engaging reading corner in each classroom
- A wide range of fiction, non-fiction and poetry books available in book corner in each classroom
- World Book Day
- Poetry Week
- Osbourne Reading Challenge
- Writing letters to authors
- Author visits and workshop
- Visits to school Library and public library
- Bring favourite books to school day
- Books collection across the curriculum
- Celebration of World Book Day

How to make reading fun at home

- ▶ **Read aloud and act out the story:** Encourage your child to read aloud with enthusiasm and expression by using different tones of voices, facial expressions, and gestures. You can also assign each family member a character and act the story out. Don't be shy - the more dramatic the better!
- ▶ **Incorporate Art:** Combine reading and writing with creative expression through art. Bring out crayons, colours pencils, paints and different art and craft materials. They can design their own book covers, create their own illustrations for the books they are reading or even make their own books. Be creative!
- ▶ **Visit the local library:** Don't forget to take advantage of the rich collection of amazing books in the local library. There are also some exciting author events and reading workshops in Orpington and Bromley library after school, over the weekend or during half term holiday.