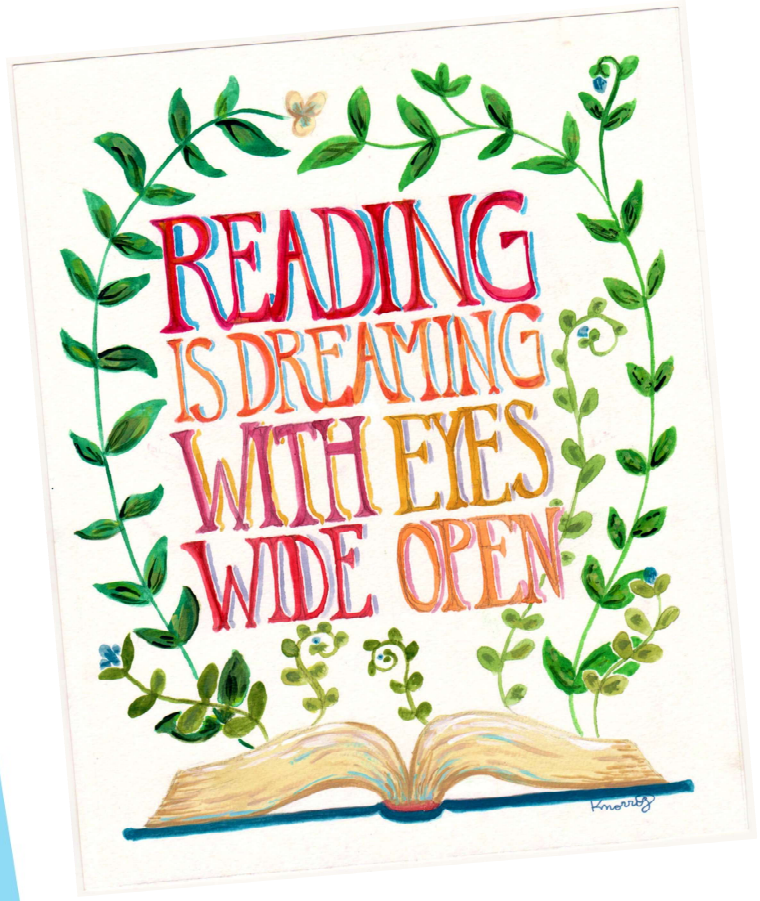
Reading in Key Stage One

Why read?


READING
IS DREAMING
WITH EYES
WIDE OPEN


The More
that You Read,
the More things
You will know.
The More that You
Learn,
the More places You'll go.


KEEP READING
IT'S ONE OF THE
MOST MARVELOUS ADVENTURES
THAT ANYONE CAN HAVE
LLOYD ALEXANDER

Why Read?

- Reading is an important life skill.
- It supports learning across the curriculum.
- Helps children learn to communicate
- Develops writing skills
- Develops imagination/creativity
- Improves memory
- It provides an escape/reduces stress

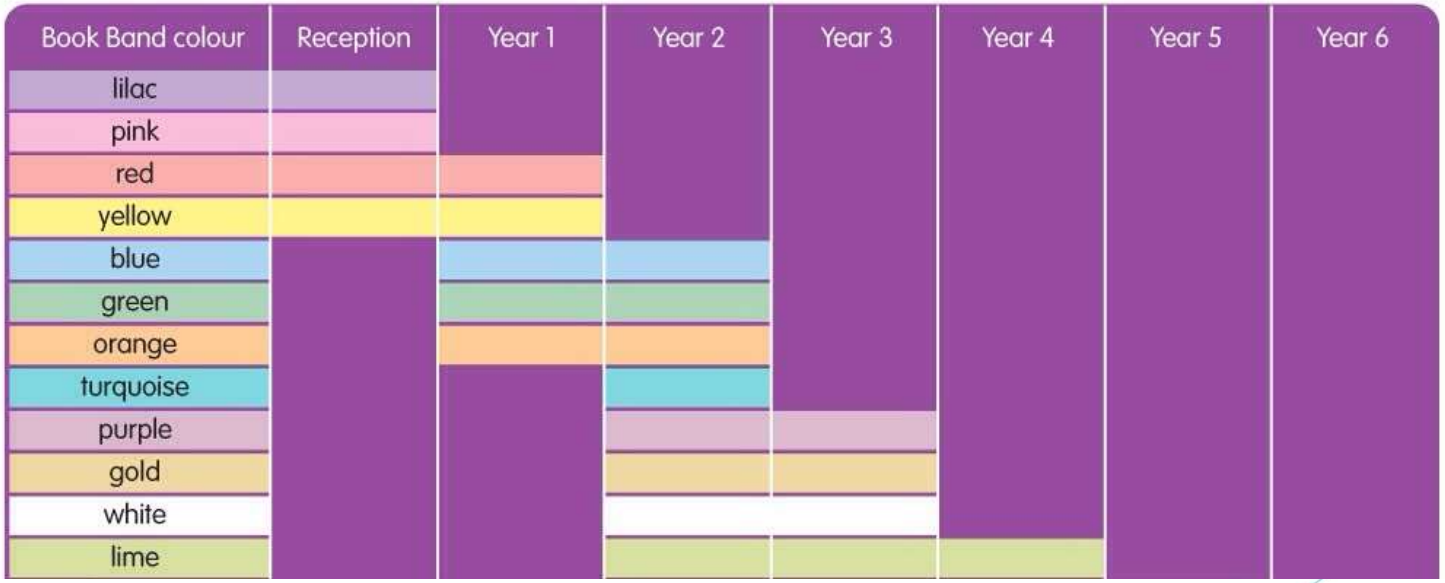


Reading for pleasure – a main focus of the English Curriculum

- An example objective from the National Curriculum:
  - [KEY] Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
    ↳ **GD objective:** Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and comparing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- In Year 1, 6 out of 13 objectives are around reading for pleasure.
- This is similar to other year groups
  - Yr 2 - 8/15
  - Yr 3 – 8/16

School Reading Scheme

Our school reading scheme is divided into bands which the children work through as their reading skills develop. The initial bands are linked to their progress in phonics.
The children need to be able to both read the books fluently and demonstrate a good understanding of what they have read before teachers will move children onto the next band.
All children are assessed regularly.



Library Level – Free Readers

When a child has moved through the appropriate levels on the reading scheme, they are classed as a free-reader and they begin to choose their books from our school library. The books are divided into bands according to ability and content. We are extremely fortunate that we are able to offer a wide range of books on each of the levels.
When moving a child onto the more challenging levels, the teacher will also consider whether the content is suitable for them.

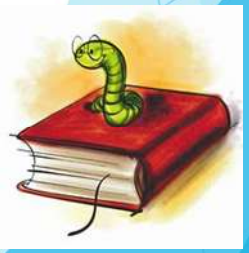
- Red Level
- Green Level
- Blue Level
- Purple Level
- Orange Level
- Silver



Moving Levels

- Children's reading is continually assessed through a range of strategies
  - Guided Reading
  - 1:1 Reading
  - Whole Class Reading
  - Feedback in planners

Staff use all of this information to gain a full and informed picture of children's reading ability in terms of not only decoding words but crucially their comprehension of what has been read. Only when staff are confident children are ready will they be 'moved on'. As with all things in school, all children learn at different rates and have different strengths. Reading levels are never a competition or a race. Remember, developing that love of reading is key.



Developing Reading

Once your child has learnt to read basic words, we move to developing and deepening reading skills. This is done through development of skills such as those below. Again, we use a range of reading experiences to achieve this and once again, reading at home is key to supporting your child's efforts in school.

- Applying phonics
- Reading Fluency
- Using strategies when reading
- Language, reading comprehension and enjoyment

Applying phonics

In EYFS and Key Stage One, we teach using a combination of ‘Letters and Sounds’ and ‘Jolly Phonics’. Your child will quickly become familiar with the phonemes as per below. Children are encouraged to use phonics ‘first and fast’ when they meet unfamiliar words. Of course, phonics don’t always work but applying phonetic knowledge is the best place to start.

Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i y	ow o-e oa o

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

Reading Fluency

It is a wonderful moment when your child moves from sounding out every word to saying words on sight and ‘fluency’ begins. As the children move into Key Stage One and from then on, reading fluency remains a skill to develop. You can support this by encouraging the following -

- Appropriate pace – are the reader and audience engaged? Is your child having an appropriate balance of knowing words and still meeting those to provide challenge be it decoding or meaning?
- Punctuation – talk about and notice punctuation, encourage your child to use it when they read, exclamations, pauses and so on.
- Phrases – reading sounds like talking

Reading – does it make sense?

- Sometimes it doesn't make sense!

  - Detecting errors – encourage your child to spot errors, have they noticed it doesn’t make sense anymore? ‘no’ and ‘on’ are often mudded by children but can result in quite different stories.
  - Repeat – support your child to go back and read again, or repeat it back to them, does it make sense now? If not, why not?
  - Self-correct – this is a really wonderful skill when children develop their reading and notice by themselves and correct without prompting.

Effective Questioning

- The questions that we ask children to develop their understanding need to be effective. Children can appear to understand a text when they really do not.
- Have a go at this exercise (just a bit of fun!!)
  - Corandic is an emurient grof with many fribs, it granks with corite, an olg which cargs like a lance. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped strobs.

- 1. What is corandic?
- 2. What does corandic grank with?
- 3. How do garkers excarp the tarances from the corandic?

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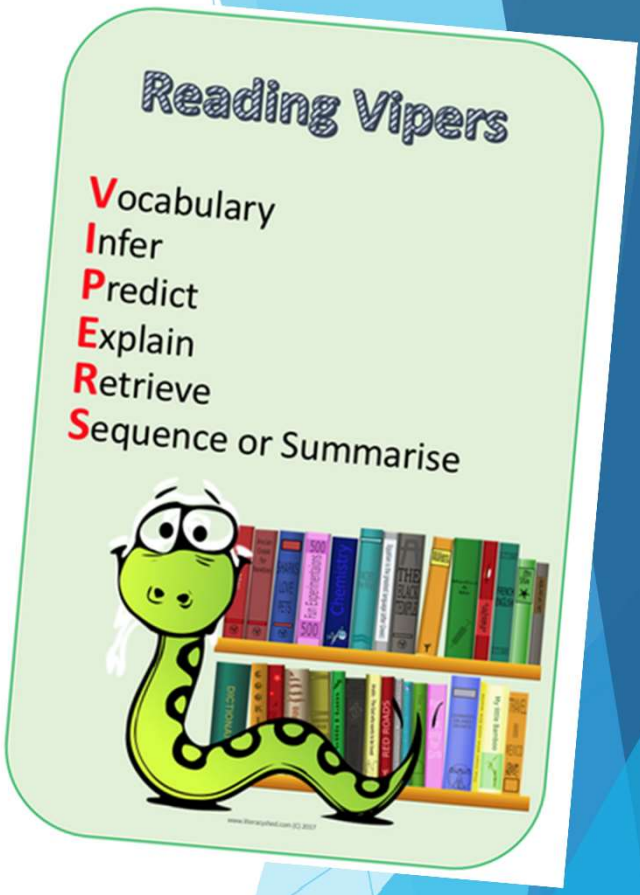
1. A corandic is an emurient grof with many fribs.
2. A corodic granks with corite.
3. Garkers excarp the tarances from the coradic by glarking the corite and starping it in tranker-clarper strobs.

You can answer the questions, but did you really understand the text?

Questions

In school we often use the anacronym VIPERS (from Literacy Shed) to prompt effective questioning. This is well regarded in schools across the country. You may already be familiar with this.
By using VIPERS, staff can ensure a range of reading skills are targeted.

Example VIPERS questions you could try are next.



Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text. 	Make inferences 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 non-fiction texts such as: characters, events, titles and information. 	Sequence the key events in the story. 
Example questions • 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 describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think ..... is repeated in this section?	Example questions • Why was..... feeling.....? • Why did ..... happen? • Why did ..... say .....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does ..... make you feel?	Example questions • 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? • What do you think the last paragraph suggests will happen next?	Example questions • 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?	Example questions • 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.....?	Example questions • Can you number 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 opening/middle/end of the story? • In what order do these chapter headings come in the story?

Changing Books

- Books are changed regularly in each of the Key Stage One classes –
  - Monday and Friday in 1DW and 1EL.
  - Monday, Wednesday and Friday in EJ

Every Opportunity

It is important that children are given every opportunity to read – not just their books from school.

- Don’t over look non-fiction books
- Borrow books from the library
- Watch a film – discuss what the children have seen. Talk about characters, plot etc. Predict what might happen next and discuss reasons.
- Shopping - read signs, labels and so on
- Baking - ask your child to help read the recipe instructions
- On a drive – read the directions/look for signs
- Magazines
- Newspapers

Key Stage 1 SATs

IF you would like to know more about the SATS expectations, the following may be of interest.



- Take a look –

Sample and past papers are

available online-

https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Please remember, learning to read should be a wonderful experience and yes it involves hard work and time but it opens up a magical world for the reader as well as being an important life skill.

Staff are always available if you have any questions, please do get in touch.

