

Reading in KS1

Miss Nash and Miss Lutumba

with Ms Beresford

Welcome and Introduction



- From this session we hope that you will have an understanding of the expectations of reading, how we teach children to read in Year 1 and how you can best support your child/ren at home.

Research has repeatedly shown that parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education.

National Literacy Trust 2006

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What is reading?

- Making sense of information: texts and images
- Decoding – saying the words and sounds
- Comprehension – understanding them
- Valuing and recognising the range of texts: ready for the real world

Expectations of KS1

- KS1 SATs
- Year 1 Phonics Assessment



End of KS1 English reading teacher assessment frameworks

Teachers should follow the guidance for using this reading framework set out in the complete [teacher assessment frameworks](#).³

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate³ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

How we teach reading at school

- Guided reading
- Phonics



What is guided reading?



- A way of helping children become independent readers.
- Children read in small groups.
- Children learn to use various reading strategies with teacher support and encouragement.
- Guided reading is used across the school.

Why guided reading?

- Children work with their peers on the same book band during these sessions.
- Children are introduced and reminded to use a variety of strategies to help them read the words.
- As the children become more confident, the focus of reading changes from decoding (being able to read the word) to comprehension: understanding the text at a literal level and using inference (e.g. why do you think?)
- During guided reading sessions, children will read a variety of texts including fiction, non-fiction, poetry, play scripts and instructions.

Strategies of guided reading.

- The teacher will remind the children of the strategies that they need to use e.g.
 - blending the words using the phonemes
 - using picture cues
 - Children are encouraged to read to the end of the sentence and then, from the context, work out what the word might be.
- Each child will read the text at their own pace and, as they do this, the teacher will work their way round to each child and hear them read a section of the book.
- The teacher may stop at a particular point e.g. if there is a common word that the children are struggling with and discuss as a group.
- Challenging vocabulary is either pre-taught before the children read the book or noted down and discussed at the end.

Reading carousel



- The rest of the children will be taking part in a reading carousel, exploring other tasks.
- This includes pre or post session tasks, reading for pleasure from our book corner, accessing bug club, phonics games, vocabulary, spelling or grammar games and comprehension activities.
- The additional activities are always focused on reading.

Questions you can ask your children at home



- Who was the main character in the story?
- What happened in the story today?
- Where did the story take place?
- What was your favourite part of the story and why?
- What did the story make you think about?

How else to support reading at home

- As well as exploring their opinions of the book also encourage the children to read as writers.
 - Discuss the punctuation used and how this changes our reading. Explore the language used to create atmosphere or describe characters to enable us to use this in our own writing.
- Chosen books as well as levelled books
- Predicting before reading
- You read, they read
- Intermittent reading
- 'Reading' illustrations as well as text

Reading for pleasure

Why?

*If reading is to become a lifelong habit then people must see themselves as participants in a community that views reading as a significant and **enjoyable activity***

National Literacy Trust 2006

- An explicit aim of the national curriculum
- Evidence shows impact on reading attainment (through absorbing patterns, rhymes, syntax, vocabulary, text structure, behaviours etc.)
- Motivates and helps children to see the point of reading (if they need this!)

Reading for pleasure

How?

- Finding books with characters/subjects that appeal to your child
- Valuing, and giving your child exposure to, a range of texts
- Allowing your child to choose the story
- Being prepared to revisit old favourites (multiple times)
- Giving yourself time and space to do this



Recommended
reading list for
Year 1

<https://whitehallparkschool.co.uk/wp-content/uploads/2020/10/WPS-Reading-list.pdf>

Any
questions?



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