



Reading in KS1

Tuesday 17th September

Our Aims

- ▶ Why Reading?
- ▶ Curriculum expectations
- ▶ How do children become readers
- ▶ What does reading look like in school?
- ▶ How to help your children at home
- ▶ Questions

Reading: A child's superpower

Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income. Key outcomes are listed below.

- Improvement in vocabulary in comparison to non-readers ([Millenium Cohort Study](#))
- Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older ([Cremin 2019](#), [Torppa 2020](#))
- Better performance in subjects other than English ([Millenium Cohort Study](#))
- Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background ([OECD](#))
- There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors ([NLT 2018](#))
- Reading improves a child's empathy skills ([Oatly 2016](#))
- Interventions developing Reading for Pleasure attitudes (offering book choice and time to read rather than instruction) have a greater influence on reading ability than reading lessons for older children/adults ([Greenberg 2014](#))

Curriculum Expectations – Year 1

By the end of Year 1 children will begin to independently apply their knowledge and skills:

- ▶ Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ▶ Reads accurately by blending sounds in unfamiliar words
- ▶ Reads common exception words
- ▶ Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ▶ Develops pleasure in reading, motivation to read, vocabulary and understanding by:

1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;

2. becoming very familiar with key stories, fairy stories and traditional tales.

- ▶ Understands both the books they can already read accurately and fluently and those they listen to by:
 - checking that the text makes sense to them as they read;
 - as they read, correcting inaccurate reading;
 - discussing the significance of the title and events; and
 - predicting what might happen on the basis of what has been read so far.
- ▶ By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.
- ▶ A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first.
- ▶ Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically.

Curriculum Expectations – Year 2

National Curriculum Expectations By the end of Year 2, children are expected to:

- read accurately most words of two or more syllables
- read most words containing common suffixes (-ment, -ness, -ful, -less, -ly)
- read most common exception words.

In age-appropriate 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 words
- 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.

*90 words per minute (but can vary)

How do children become readers?

Contrary to what some people believe, reading is not a natural process that happens all on its own. It's a complex process which requires explicit teaching of skills and strategies.

5 essential components to reading:

- ▶ **Phonics:** awareness of the relationship between letters and sounds
- ▶ **Phonemic Awareness:** identifying and manipulating sounds in words.
- ▶ **Vocabulary:** the more words encountered, the better children will become at reading and understanding a text.
- ▶ **Fluency:** strong phonic decoding skills + expanding bank of HFWs + awareness of 'tricky words' + amount of time reading at the appropriate level.
- ▶ **Comprehension:** Reading for meaning is the ultimate goal – to understand and connect with a text.

What does reading look like in school?

- ▶ EYFS/ Year 1 – Daily Phonics.
- ▶ Year 2 – RWI → Daily Comprehension and Spelling
- ▶ English lesson with a reading focus
- ▶ High quality texts
- ▶ Reading aloud in all subjects
- ▶ Daily story time
- ▶ 1:1 reading

Daily Reading Session - Read Write Inc

- ▶ Speed Sounds
 - ❑ Introduce/ revisit a sound
 - ❑ Read words using the sound
 - ❑ Write words using the sound

- ▶ Daily Reading session outline
 - Explore vocabulary
 - ❑ Decodable vocabulary
 - ❑ Names/ names of places
 - ❑ 'Speedy' words
 - ❑ 'Red' words (recorded in your child's reading diary)
 - Read the text
 - ❑ Accuracy
 - ❑ Fluency
 - ❑ Comprehension

95% accurate before it comes home

The following extract is missing 15% of the words, without them it becomes harder to understand...

On Saturday, 17th February 2018 a small parts of Wales and England.

The was only minor, with a of, which is strong enough to and crack the walls. But there was no after this and nobody was hurt. The of the, which is where it started, was around 20km from Swansea in Wales.

Small of this are quite rare and only happen every few years in the UK.

Listening to your child's RWI book

This is a decodable book - it is the 'partner book' to the book that they have been reading in school in their RWI group.

By the time they are reading their book to you they should be secure with the graphemes within the book and be able to read the book fluently without having to 'sound out' most of the words.

Although they can read the book already, continuing to read at home is vital as it helps to develop their use of phonics, their fluency and expression and their comprehension skills.

Communicating with your child's teacher about their reading at home...

- ▶ Focusing on their use of phonics
 - Stopped to sound out xxxx
 - They read most of the words fluently except xxxx
 - Identified the xx grapheme within the book
 - Identified (familiar word) independently
 - Self corrected when reading xxxx

Communicating with your child's teacher about their reading at home...

- ▶ Focusing on fluency and expression
 - Paused at the full stops
 - They gave the characters different voices
 - They used the punctuation to help with expression
 - Read the book at a faster pace this time

Communicating with your child's teacher about their reading at home...

- ▶ Focusing on comprehension
 - We had a good discussion about the events of the story
 - They were able to talk about how the characters were feeling and why
 - Retold the story in the correct order
 - They were able to answer lots of questions about what was happening
 - They predicted what would happen next
 - Talked about how they would do things differently




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Supporting parents and carers with learning at home

With a library of activities and resources for every stage of the learning journey, curated by the team at Oxford University Press, we are here with inspiration to help your little ones learn, grow and flourish at home, in the classroom and beyond.

Just click on the sections in the menu to explore by subject, or use the options below to uncover content by age group.



Read Write Inc. Phonics: a guide for parents



Home » Reading » Reading schemes, Levels, and Stages » Read Write Inc. – A guide for parents

Read Write Inc. – A guide for parents

Welcome to the *Read Write Inc.* page on Oxford Owl for Home.

Reading by age

Phonics and word
reading

Read Write Inc.
Phonics

Information for Parents:

**How to say
the sounds**



Accelerated Reader

Accelerated Reader is a computer program that helps us to manage and monitor childrens reading when they finish the RWI Scheme and/ or they start Year 2. It supports children to be able to read at the appropriate age and stage for their development.

In the accelerated reader program children read novels on the AR list (it has over 400,000 titles). Our catalogue is a mixture of books including books from previous reading schemes and 'normal' reading books.

Each term children complete a Star Reading test which has provides them with a Zone of Proximal Development (ZPD), this is their reading range for this term. This set of numbers shows the lowest reading level and the highest reading level appropriate for each child. Children should choose books on or in between these numbers to help make sure they are reading books that are not too easy or too difficult.

Having read a book, the children then take a quiz on a computer at school under the supervision of a member of staff and get immediate feedback. Accelerated Reading's goal is to motivate pupils to develop a love of reading and to increase their reading comprehension/literacy skills.

Regular feedback will help to motivate the children to read more and as a result develop their reading skills. The class teacher is informed of their progress through the programme and is able to offer support in school.

If you or your child wants to check the book level of a book from home or the library this can be done by searching: Accelerated Reader Bookfinder and typing in the title/author - no login is needed for this.

How can you help your child at home?

Reading for pleasure

- ▶ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- ▶ As global learning company Pearson says, “Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background”.
- ▶ Variety of texts & authors
- ▶ Library books
- ▶ Shared reading/ paired reading
- ▶ Audio books - Library apps/ tablets/ Tonies/ Yoto players

Branching Out: Julia Donaldson



If you like Julia Donaldson, try these...

Julia Donaldson's books are firm favourites in many households and classrooms, with a number of her stories (like *The Gruffalo* and *Stick Man*) being considered modern classics. Working with different illustrators, Julia has written over 150 books and is best known for her easy-to-learn rhyming stories and memorable characters.

We've put together a list of **ten similar books for fans of Julia Donaldson**. Readers who love the rhyming pattern of Donaldson's stories might like to try *Aliens Love Underpants* or *The Fish Who Could Wish*. Children looking for more larger-than-life characters will enjoy *The Giant of Jum* or *The Bumblebear* - all about a bear desperate to fit in at bee school. For stories that are brilliant to join in with, we recommend *Where's My Teddy?* or the popular favourite *Di Frog*. If you're looking for a funny new story with a wildly imaginative premise, try *Octopus Shocktopus* or the timeless classic *The Giant Jam Sandwich*.

Browse the full list below of books for children looking for what to read next after Julia Donaldson...

[Download Printable Poster \(PDF\)](#)



Shared/ Paired Reading

‘Only 32% of British children are read to daily by an adult’

‘Most parents stop reading to their children by the age of eight.’

‘Only 19% of 8-10 year olds have a book read to them daily by an adult.’

- ▶ An opportunity to read books that are above their reading age.
- ▶ Share your favourites - explore together
- ▶ Shared reading - can they read some/ you read some?
- ▶ Explore series & films together etc

High Quality Texts- Reading for pleasure; Mirrors, windows and sliding doors

Each week children will bring home a high-quality text that falls under one of seven key categories:

- Traditional tale/ twisted tale/ high-quality text
- Rhyming/ repeated refrain book
- Diversity book
- Wellbeing/ growth mindset book
- Protecting the planet
- Maths
- Non- fiction book linked to their interests

The Reader Teacher

www.TheReaderTeacher.com/Year1

Top 100 Recommended Reads for Year 1

for ages 5-6+

Poster



Scan this QR code to purchase the pack through Reading Rocks!



For more primary school recommended reads booklists, visit TheReaderTeacher.com

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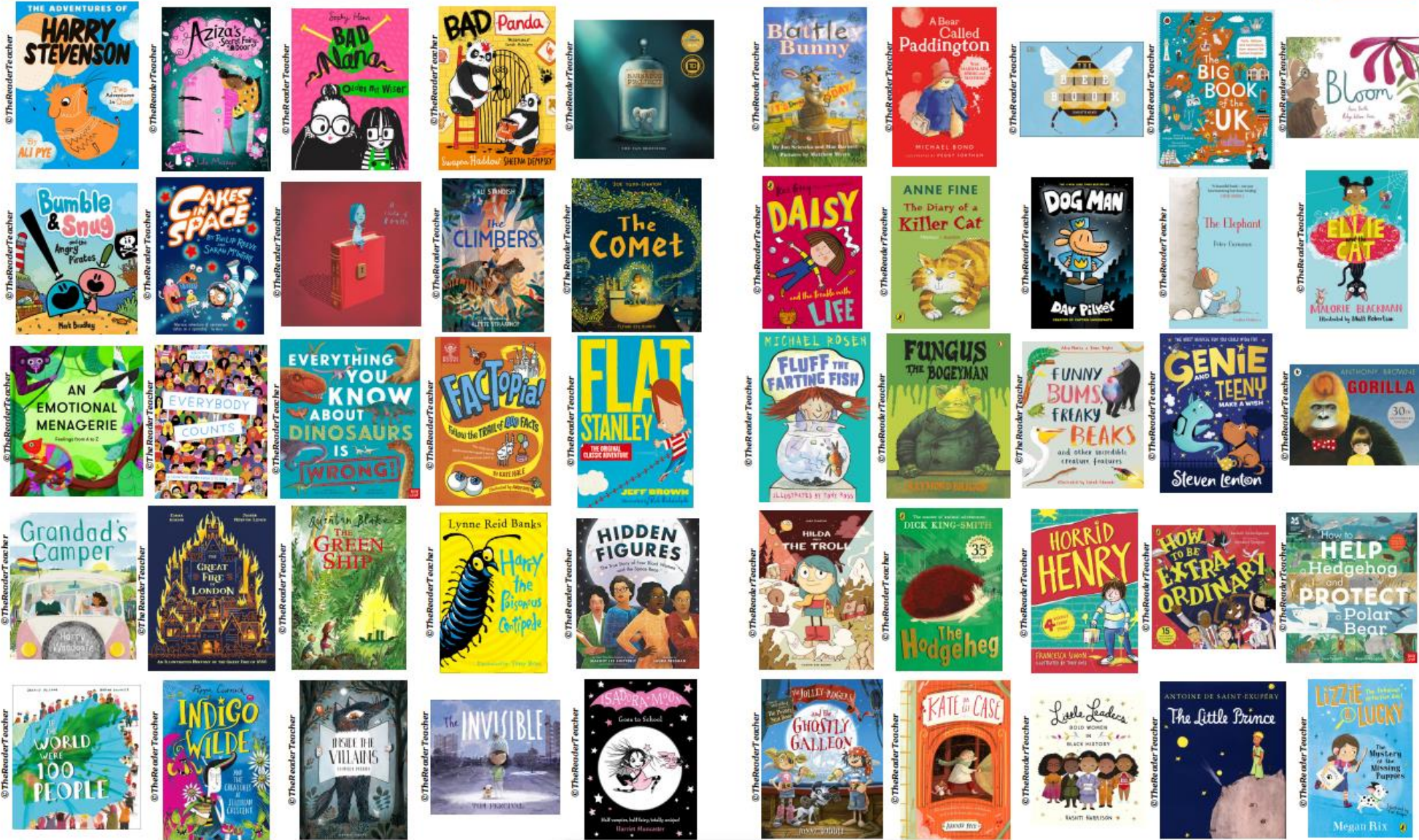
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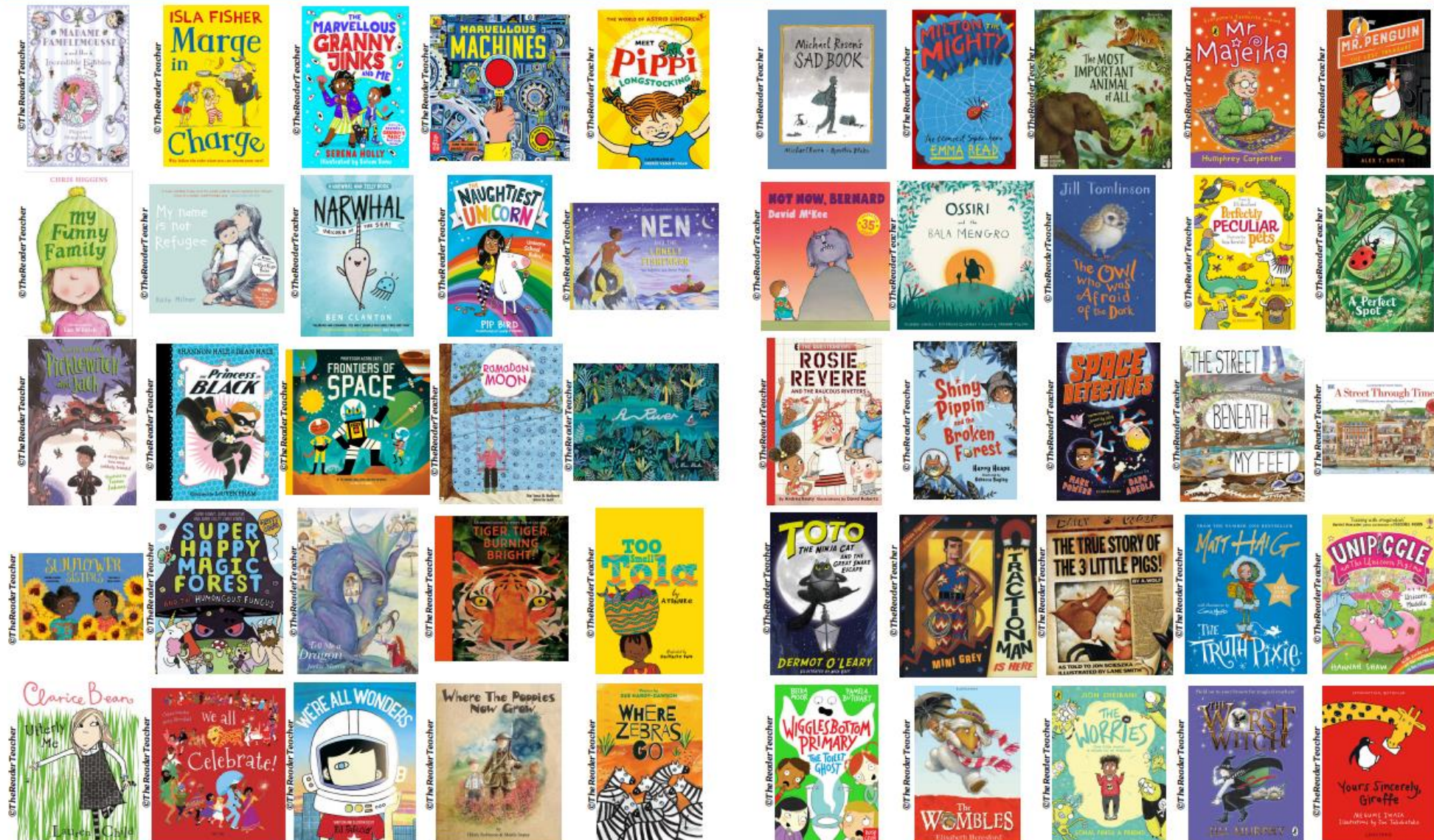
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Top 100 Recommended Reads for Year 2

for ages 6-7+

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Any Questions?

