



Principles of Teaching Reading in Year One

The intent of Reading teaching and learning in Year 1 is to ensure that the children have opportunities to apply their phonics skills, read short sentences aloud and begin to understand, not only what they have read independently but what has been read to them by an adult.

In Year One, reading is taught in many different ways:

- **Reading Lessons** – the intent of these whole class lessons is to develop the children’s ability to comprehend a text through: predicting, activating and applying their background knowledge, clarifying vocabulary, engaging in shared reading aloud, clarifying context, summarising and answering questions. (Please refer to Whole Class Reading Guide within this policy).
- **Small Group Reading Sessions** – the intent of these small group sessions is to develop the children’s reading fluency by providing them with opportunities to apply their phonic knowledge when reading a text. (Please refer to Small Group Reading Session Reading Guide within this policy).
- **1 to 1 Reading** – each child has the opportunity to read to an adult (class teacher, LSP, reading recovery teacher or trained ‘Reading Auntie’) at least once a week. The intent of these individual sessions is to build upon and develop the children’s reading fluency.
- **English Lessons** – the children will have opportunities to apply their phonic knowledge, read words with different suffixes, identify, read and comprehend contracted words and continue to develop their vocabulary.
- **Whole Class big book/story time** – the intent of these sessions is to ensure that the children are exposed to a wide range of texts, genres, poems, stories and non-fiction which are above the level that they are able to read, decode and comprehend independently.

In Whole Class Reading Lessons, we will focus on teaching:

- (RCo 2)** being encouraged to link what they read or hear read to their own experiences.
- (RCo 3)** becoming very familiar with key stories, fairy stories and traditional tales, ~~retelling them and~~ considering their particular characteristics.
- (RCo 6)** discussing word meanings, linking new meanings to those already known.
- (RCo 7)** drawing on what they already know or on background information and vocabulary provided by the teacher.
- (RCo 9)** discussing the significance of the title ~~and events~~.
- (RCo 10)** making inferences on the basis of what is being said and done.
- (RCo 11)** predicting what might happen on the basis of what has been read so far.
- (RCo 13)** explain clearly their understanding of what is read to them.

Whole Class Reading – Lesson Structure

A less confident child is to be paired with a more confident child. Pairings can be changed every half term.

<u>Part 1</u>	Predicting (RCo11) - Look at the front cover of the book and the title. - Include (no more than 2) questions to focus the children's predictions (e.g What do you think the Gruffalo is? What do you think will happen in the story?)
<u>Part 2</u>	Activation of background knowledge (RCo2 RCo7) - Have the children got any experience of visiting a similar setting as the one in the story? (wood, theme park, swimming pool, caravan site etc) - Can the children suggest, or tell you, what you might find in the setting?
<u>Part 3</u>	Clarifying vocabulary (RCo6) - Have (no more than 3) words picked out from the text that you will explore with the children before reading the text/extract. - Consider whether the children require a visual or kinaesthetic prompt/resource to help them to understand the new word? - Read the text to the children and ask if there are any other words that they don't understand.
<u>Part 4</u>	Shared reading aloud (RCo3) - Read the text/extract as a whole class. - Teacher to point to the words as each one is read, whilst modelling fluency and expressive intonation.
<u>Part 5</u>	Clarifying context (RCo13) - Ask the children if they understood everything that was read. - Were there parts of the text or words that they didn't understand? - Check that the children understand the new/tricky vocabulary that was introduced/discussed in Part 3 now that they've read it in context.
<u>Part 6</u>	Summarising - Can the children describe to a partner what has happened in the text/extract in one sentence? - Take some responses but model the process of how to summarise if the children find it difficult.
<u>Part 7</u>	Questioning (RCo10 RCo11) - Ask the children 2 retrieval and 2 inference questions. - Children to answer the questions orally in Autumn and Spring Term 1. - From Spring Term 1 onwards, children need to be presented with written questions (both retrieval and inference), some in 'SATs' style which they need to answer independently and in written form.

In Small Group Reading Sessions, we will focus on teaching:

(WRW 1) I can apply phonic knowledge and skills as the route to decode words.

(WRW 3) I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

(WRW 6) I can read other words of more than one syllable that contain taught GPCs.

(WRW 8) I can read 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.

(RCO 8) checking that the text makes sense to them as they read and correcting inaccurate reading.

Small Group Reading – Session Structure

Up to 6 children reading phonetically decodable books at their relevant phonic phase. Teachers need to take into account the GPCs which have been covered during the daily phonics teaching and learning sessions.

<u>Step 1</u>	GPC Recap - Focus on the GPCs that the children will come across in the book. - These should not be new GPCs as the children should have been taught them during their daily phonics session.
<u>Step 2</u>	Teacher Model: GPC Application Teacher to model how to identify and read a known/focus GPC to decode a word.
<u>Step 3</u>	Teacher Model: Sentence Fluency Teacher to model how to read/continue to re-read a sentence to ensure fluency (if one of the words within the sentence has been decoded phonetically).
<u>Step 4</u>	Common Exception/High Frequency/Sight Word Recap Focus on the words that the children will come across in the book (if relevant).
<u>Step 5</u>	Set a Key Question Teacher to ask the children a retrieval question (and display it in written form) that they will be able to answer after they have read (independently) to the end of the book.
<u>Step 6</u>	Independent Reading - Children to read their copy of the book/text independently and at their own pace. - Teacher to move around the group and listen to individual children read.
<u>Step 7</u>	Questioning - As a group, discuss the answer to the question set as part of Step 5. - Teacher to ask questions about what the children have read to assess their reading for meaning capabilities.

In 1 - 1 Reading Sessions, we will focus on teaching:

- (WRW 8)** I can read 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.
- (WRW 9)** I can re-read these books to build up their fluency and confidence in word reading.
- (RCO 8)** checking that the text makes sense to them as they read and correcting inaccurate reading.
- (RCO 9)** discussing the significance of the title and events.

In English Lessons, we will focus on teaching:

- (WRW 5)** I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- (WRW 7)** I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- (RCO 5)** learning to appreciate rhymes and poems, and to recite some by heart.
- (RCO 7)** drawing on what they already know or on background information and vocabulary provided by the teacher.

Through the use of our Book Areas and Whole Class Big Book/Story Time, we will focus on teaching:

- (RCO 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.
- (RCO 4)** recognising and joining in with predictable phrases.
- (RCO 5)** learning to appreciate rhymes and poems, and to recite some by heart.
- (RCO 12)** I can participate in discussion about what is read to them, taking turns and listening to what others say.

As part of our Daily Phonics Sessions, we will focus on teaching:

- (WRW 1)** I can apply phonic knowledge and skills as the route to decode words.
- (WRW 2)** I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- (WRW 3)** I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- (WRW 4)** I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- (WRW 6)** I can read other words of more than one syllable that contain taught GPCs.