

Teaching Reading KS1

Key principals

Reading has to be **high priority in every class.**

Classrooms must reflect this through:

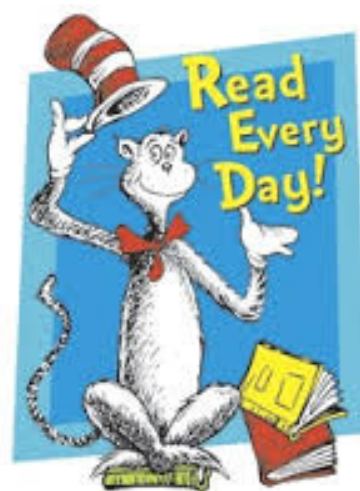
- Every class with a reading display which is engaging
- Well displayed and organised reading material
- Racing to read records displayed – these should be updated weekly and children awarded raffle tickets to celebrate they have read every day. These raffle tickets will then be entered into a prize draw. A winner is chosen every half term.

Home reading

Home reading must be high priority and promoted on a daily basis.

Each child should have a home/school reading diary. This should be clearly named on the front cover and have a coloured sticker on the spine, showing the children which colour book they should be choosing.

Children should be choosing a home reading book based on teacher assessment – each band representing a NC level e.g. somebody reading at a 2c level should choose a purple book, they should not be flitting between colours. This should be monitored regularly and when children are making progress, the book band should reflect this i.e. when children move on a sublevel, they go up a stage.



Parents should be encouraged to hear their child read daily and sign the reading record. TAs should be responsible for checking these daily and keep a record of who is or isn't reading regularly. The CT is responsible for following this up with the child and their parents.

On a Friday, those children that have read every night will earn a Racing to Read raffle ticket.

As well as a home school reading book, children should be given the opportunity to borrow a library book. Time should be set aside each week to browse the library and change books. This time should also be used for children to talk about their favourite books. Teachers will need to model this, sharing information about new books and the pleasure they get from reading. Children can be encouraged to write book reviews. Even the youngest children can do this e.g. colouring in a number of stars out of 5. These reviews can be uploaded to the library system or made into a class book. Also draw children's attention to the 'Books I love' segment of the newsletter and forward useful reviews to Hannah Hearn who can publish them in the newsletter – a real purpose for writing!

The Reading Lesson

Some reading lessons will be whole class and some will be with a focus group. Using the long read/short write followed by long write/short read model detailed in the non-negotiables, there should be as much time allocated to teaching reading as to teaching writing. **This time must be well used.**

Whole class reading

For whole class reading lessons, **every** child must have access to a copy of the text. Sharing reading texts is uncomfortable and leads to problems. Therefore for a whole class, a set of the particular text is needed or sections of the text to be used need to be copied and distributed. On the rare occasions where this is not possible, texts can be displayed using a visualiser.

The text will be from the overall genre that is currently being studied e.g traditional tales.

When introducing the text for the first time, children should be given some background about the text, the author, the setting etc. The teacher needs to 'sell' the text. **This necessitates that the teacher has already read the text!**

The reading lesson should start with the teacher reading, modelling the use of expression to engage pupils. Pupils should be encouraged to follow the text and join in e.g. where the author uses a repeated phrase.

A key part of the reading lesson is questioning, the teacher **must** have prepared the questions that s/he wants the children to answer which targets the particular skills that require development. These should be differentiated and clearly marked on the planning. By practicing comprehension type questions orally, children are provided with a model of how to answer. During this questioning, the teacher needs to focus not on getting the right answer but on teaching how to work out the right answer and present the answer succinctly. What sort of question is it? Which part of the text gives clues? How can the answer be explained?

Oral questions may then be followed by some independent practice of comprehension questions. Comprehension questions do not **teach** the skill of comprehension, they practice the skills they have and enable children to use these skills more efficiently so that they can complete the whole paper. Therefore comprehension practice as well as oral comprehension is necessary. Some written comprehension practice must be done every fortnight in the autumn term. This then becomes weekly in the spring term.

Comprehension homework should be set weekly – again, reflecting the key skills taught that week.

Focus group reading

This will be a reading session tailored to the needs of the groups which will be selected by ability. The text will also be tailored to the needs of this ability. Focus group reading sessions will allow for more time for the teacher to hear each child read aloud to ask questions of each child and to diagnose what each child needs next. The overall format of the session will be the same as for class sessions.

All CTs and TAs should have flash cards/sound mats on the table during these sessions. Children should be encouraged to use these to decode unfamiliar words where possible.

Unfamiliar words or words of interest can be added to a child's personal dictionary. This should be a small notebook, organised alphabetically. Children should be encouraged to write these words under the correct letter, ensuring they are spelt correctly. As this progresses children can begin to write the definition of these words. This is the start of dictionary work!

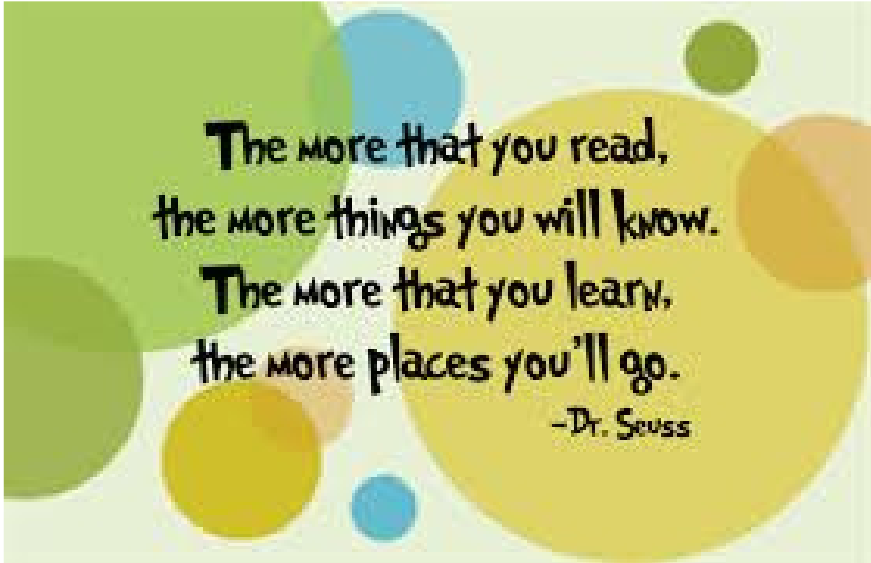
Detailed guided reading records must be kept for these sessions, with comments linked to the Assessment Focus. Not just a tick or 'read well'.

Reading targets

All children should have personal reading targets which are photocopied onto blue card and kept in the guided reading folders/boxes. All children must know the end of year level they are working towards and the step they are currently working on in order to achieve this. These must be reviewed regularly as part of teaching reading.

Children who are struggling with reading

These children require an individualised programme which identifies what it is they can and cannot yet do and addresses these. The TA and the teacher will need to be involved in both planning and delivering sessions for these children. So for example, whilst the TA leads a whole class session, the teacher will teach the two or three children and the following day the opposite. During guided reading, these children also need specifically planned work to address their needs. This may include further work on letters and sounds to ensure they pass the phonics test and reading key words. Additional support may also be organised through afternoon intervention groups.



The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.
-Dr. Seuss