

The Approach to Teaching Reading in Key-Stage 1

Our approach to reading at St Andrew's is underpinned by the recommendations in the recent Ofsted subject review, with Early Years and Key Stage 1 being underpinned by the systematic synthetic phonics scheme, Sounds~Write. Our primary aim through Early Years and Key-Stage 1 is for children to become accurate and then fluent readers. Comprehension will form an integral thread and be taught and developed in different ways as outlined below but has to be underpinned by accurate, fluent reading.

Reading as a whole

- Skilled reading requires accurate, speedy word reading and good language comprehension. Our reading lessons in KS1 will be structured to build on current phonic knowledge and apply this to increasingly fluent reading.
- All pupils need to be taught a broad curriculum that will allow them to comprehend increasingly complex texts.
- Reading comprehension requires knowledge of vocabulary, context, syntax and narrative structure, as well as the capacity to read fluently.

Rationale:

- For our early and novice readers, we know that systematic synthetic phonics and direct instruction are particularly effective teaching approaches; this is especially true for children from more deprived backgrounds and those who have reading difficulties. Phonics is taught through Sounds~Write.
- Daily systematic phonics instruction leads to a quicker start in early reading and spelling.
- Children should have daily opportunities to read decodable words both in isolation and in the books they read.
- Children should **hear, share and discuss** a wide range of high-quality books; in their own reading, children should first practise with **decodable** books.
- There should be ongoing assessment of all children's phonic knowledge to identify pupils who need intervention so they have the necessary building blocks that are needed to underpin accurate and fluent reading.

Fluency

- It is critical that children achieve fluency in the early stages of learning to read. This can be understood as reading with **accuracy** and **sufficient speed in decoding**. This 'fluency' frees up children's working memory and allows them to focus on comprehension.
- Fluency can be developed through repeated practice

Components of Comprehension

- 1) Knowledge
 - a. An English curriculum should ensure that pupils of all ages acquire the necessary knowledge for improved comprehension through reading increasingly challenging texts at each stage. These texts should be carefully selected so that each text prepares children with the language and knowledge needed for the next so that gradually pupils will be ready for texts of greater complexity.
- 2) Vocabulary
 - a. Teachers should select texts which contain some vocabulary that is likely to be unfamiliar but which is not too difficult to understand.
 - b. Pupils of all ages will gradually learn vocabulary through repeated encounters; however, it is also beneficial to identify and teach some vocabulary explicitly and in context. Often this will focus on tier 2 words: vocabulary which are high-frequency and can be used in multiple contexts, though are unlikely to be encountered in everyday conversation. This is [this post on Bringing Words to Life](#).
- 3) Syntax
 - a. Knowledge of sentences and connections between them, allows pupils to read with accuracy and with sufficient speed for fluency.

4) Prosody

- a. Prosody is the reading aloud of a text with an understanding of the possible and intended phrasing, rhythm, expressiveness and stress of sentences. Prosody completes the bridge by connecting to comprehension.
- b. It can be understood as including four aspects: expression and volume, phrasing, smoothness, and pace.

5) Fluency

- a. One of the most effective strategies for teaching fluency, including those with reading difficulties, is repeated readings of texts. It is effective from early years onwards. This involves listening to a text and simultaneously reading along with texts. However, listening and reading along can limit pupils' comprehension due to the increased cognitive load.
- b. Discussing wording before reading can also support fluency.
- c. Pupils should also be given opportunities to perform and read aloud.

6) Teaching Comprehension

- a. Teaching comprehension strategies to poor comprehenders is not the panacea it may seem: this is because they are not skills which can be honed through repetition and deliberate practice regardless of context.
- b. The above point illuminates the importance of ensuring that pupils read a breadth of literature; Progress in comprehension comes from developing the knowledge needed to understand increasingly challenging texts.
- c. This might involve using a strategy such as summarising or identifying the main point.

7) Reading for Pleasure

- a. There is a positive correlation between engagement and attainment in reading. It is vitally important that children experience success with reading early on as this is a strong long term predictor of later motivation to read.
- b. An emphasis on reading for pleasure should not mean that curricula do not include increasingly challenging texts.
- c. Some initiatives linked to developing reading for pleasure might be helpful in some contexts (e.g. dressing as characters, competitions), but should not distract or reduce curriculum time and energy away from reading itself.

8) Intervention

- a. Ongoing assessments identify gaps in knowledge;
- b. Swift and effective intervention allows pupils to keep up with others and have full access to the curriculum.
- c. Children who continue to find distinguishing between phonemes challenging benefit from small group and 1:1 teaching to support their understanding of GPCs.
- d. It should be a school priority to intervene with children who are having difficulties, with fidelity to the programme and a well-trained adult being a key part of the intervention.

Long-Term Approach – the Link Between Phonics and Reading

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EY FS	Phonics	Units 1 – 3 s a t i m / n o p / b c g h	Units 4 – 6 d e f v / k l r u / j w z	Revision and embedding of units 1-6	Units 7 – 9 x y f f l l s s z z v c c & c v c c words	Units 10 – 11 c c v c c / c v c c c / c c c v c s h t h c h c k w h n g q u	Revision of all units
	Reading instruction	Sentence read at the end of 2-3 SW lessons per week based on current & prior learning.	Sentence read at the end of 2-3 SW lessons per week based on current & prior learning.	Sentence read at the end of 2-3 SW lessons per week based on current & prior learning.	Sentence read at the end of 2-3 SW lessons per week based on current & prior learning.	Sentence read at the end of 2-3 SW lessons per week based on current & prior learning.	Sentence read at the end of 2-3 SW lessons per week based on current & prior learning.
	Focused story time	TBD by school with links to wider curriculum	TBD by school with links to wider curriculum	TBD by school with links to wider curriculum	TBD by school with links to wider curriculum	TBD by school with links to wider curriculum	TBD by school with links to wider curriculum
Yr 1	Phonics	(ae / ee / oe)	(ow / o / er)	(oo / oe / ow / ie)	(s / l / or)	(air / ue / ew / oy)	(/ar/ recap of year)
	Reading instruction	<ul style="list-style-type: none"> Words and sentences needed for each lesson to be taken from the relevant Sounds-Write e-book Word read (L7, no writing) based on the phoneme/graphemes taught in the previous week Intro & teach key vocab and context of upcoming sentence Sentence read based on phonemes above using a Repeated Reading approach (adult models reading whilst children track teacher's pointer; highlight common words previously learnt (e.g. the, a, was) and instruct to read on sight; segment and blend other words as class; repeat read the sentence with increasing fluency and correct prosody <i>(this can begin as an individual sentence but should build in length and complexity each term)</i>.) Passage read (L9 - seek the sound). In pairs, children to read the passage (say the sounds, read the word) and underline the different spellings they spot of the phoneme for that week <p>-NEED TO THINK ABOUT – INTRODUCING RECODRING - NOVEMBER - BEGIN TO THINK ABOUT DOMAINS – SMALL RECORDING ONLY MATCHING/ONE WORD ANSWERS. PROGRESSION – WHAT TO DO WHEN. TEXTS – NEED TWO – BUILD SIMPLER ONE IN WEEK 1 UP TO MORE COMPLEX IN WEEK 2. NON-FICTION EXPOSURE. SPRING 2 – SOUNDWRITE NON-FICTION TEXTS – 1 WEEK NEED TO MAP OUT - STRUCTURE</p>					<ul style="list-style-type: none"> As per terms 1-4 but focussing on a passage including 3 or more sentences.
	Focused story time	To be decided by school – high-quality text. Modelling of 'thinking like a reader' and explicit teaching of those comprehension strands highlighted above.	To be decided by school – high-quality text.	To be decided by school – high-quality text.	To be decided by school – high-quality text.	To be decided by school – high-quality text.	To be decided by school – high-quality text.
Yr 2	Phonics	More spellings of (/o/ae/d/ee/)	More spellings of (/i /oe / n /)	More spellings of (/er / v / oo / j /)	More spellings of (/g / f / m /)	More spellings of (/ or / eer / m /)	Consolidation/targeting of need based on assessment
	Reading instruction – reading spine	Text to link to writing and/or foundation subject. Must be a high-quality text <ul style="list-style-type: none"> Intro & teach key vocab and context of upcoming sentence Passage read using a Repeated Reading approach (adult models reading whilst children track teacher's pointer; highlight <u>specific</u> words that that have unusual phoneme-spelling correspondences and model how to segment and blend – repeat as whole class; repeat read each sentence with increasing fluency and correct prosody as a whole class In pairs, children re-read the text. Adults listen in to and provide feedback based on accuracy and fluency. 		<p>As per terms 1 and 2. Children's tracking of the text whilst the teacher models reading can remain as whole-class focused on the interactive whiteboard but should aim to build towards children tracking of their own text by the summer term, ready for KS2.</p> <p>Strategies to support this would be 'echo reading,' 'repeat reading' and 'jumping in' to fill the word/phrase the adult pauses on.</p> <p><u>Focused comprehension</u> Children must be familiar with the types and format of comprehension questions they will encounter in the KS1 SATs. Time to be set aside, e.g. once a week, to model these with time for independent practice.</p>			

		<ul style="list-style-type: none"> Ensure children that need it receive pre-teaching of the text and have additional practice 					
	Focused story time	To be decided by school – high-quality text. Modelling of ‘thinking like a reader’ and explicit teaching of those comprehension strands highlighted above.	To be decided by school – high-quality text.	To be decided by school – high-quality text.	To be decided by school – high-quality text.	To be decided by school – high-quality text.	To be decided by school – high-quality text.
YEAR 1	Prior Vocab & Story Recap	Modelling & Guided Practice of New Vocabulary	Modelling & Guided Practice of Decoding and Reading	Modelling of Comprehension & Strategies	Structured Reflection		
LI	<p>Vocab review – <u>talk to your partner about what the word [INSERT] means.</u></p> <p><i>(Choose a word that the ch have previously found difficult to understand and/or articulate)</i></p> <p>Story review – brief synopsis by the adult on what has happened so far in the story.</p> <p>This could be in the form of a quick-fire quiz:</p> <ol style="list-style-type: none"> Who are the main characters? What happened to [name]? What has happened so far? <p>Keep this part of the lesson tight and focussed.</p>	<p>Show the first word. <u>All/most of our words today have the <ee> sound in them.</u> <u>What sound are we looking for?</u></p> <p><u>Say the sounds and read the word quietly to yourself.</u> <u>Now let’s say the sounds a read the word together.</u> <u>[name], what’s this word?</u></p> <p>Explain the meaning, in context of the word. Children to repeat definition back and/or put into their own sentence.</p> <p>Repeat for all new vocabulary:</p> <p>WORD 1 WORD 2 WORD 3 WORD 4</p>	<p>Show the next page of text. If day one, show the front cover and title.</p> <p><u>What words can you spot in sentence 1 that we don’t need to sound out? Let’s highlight them to remind us to not sound them but to read them fluently.</u></p> <p><u>What sound are we spotting in today’s reading lesson? <ee>.</u> <u>Can you spot the <ee> sound in any words in sentence 1?</u> Underline the sound.</p> <p><u>My turn. I’m going to read by using my sounds on some words and reading the highlighted words fluently.</u> <u>Track my finger and look at the words as I read. It’s your turn next.</u></p> <p>Read sentence 1 as per above. <u>Your turn. Say the sounds and read the words.</u> Repeat again but with increased fluency</p>	<p>This will come from your separate daily reading of a quality class to the whole-class. The focus must be on accuracy and fluency.</p> <p>Independent Practice</p> <p><u>Now you are going to practise your fluent reading with your partner. Make sure you show me you are being a STAR partner. Text in the middle. Partner 1 reading, partner 2 pointing and tracking. Off you go.</u></p> <p>This can be done as pure reading activity or a seek the sound activity where the children underline the target</p>	<p>This could be:</p> <p>A review of any new vocabulary that proved difficult to understand and/or read;</p> <p>A summary of the meaning of the day’s text;</p> <p>A reflection on any effective strategies the ch used during partner work, e.g. <u>Jack was stuck on a word today and instead of guessing he said the sounds and read the word. When it didn’t make sense, he tried a different sound for that spelling (great/graet) and worked out what the word was! Well done.</u></p>		

			(model this; ch to track & repeat) Repeat for each of the remaining sentences in turn. Feedback as necessary.	sound in any words they come across. Offer feedback as necessary, correcting mispronounced sounds, incorrectly read words and incorrect prosody (pace, intonation and expression).	
YEAR 2 LI	Prior Vocab & Story Recap	Modelling & Guided Practice of New Vocabulary	Modelling & Guided Practice of Decoding and Reading	Modelling of Comprehension & Strategies	Structured Reflection
	<p>Vocab review – <u>talk to your partner about what the word [INSERT] means.</u></p> <p>(Choose a word that the ch have previously found difficult to understand and/or articulate)</p> <p>Story review – brief synopsis by the adult on what has happened so far in the story.</p> <p>This could be in the form of a quick-fire quiz:</p> <ol style="list-style-type: none"> 4) Who are the main characters? 5) What happened to [name]? 6) What has happened so far? <p>Keep this part of the lesson tight and focussed.</p>	<p>Show the first word. <u>Say the sounds and read the word quietly to yourself.</u> <u>Now let's say the sounds a read the word together.</u> <u>[name], what's this word?</u></p> <p>Explain the meaning, in context of the word. Children to repeat definition back and/or put into their own sentence.</p> <p>Repeat for all new vocabulary:</p> <p>WORD 1 WORD 2 WORD 3 WORD 4</p>	<p>Show the next page of text. If day one, show the front cover and title.</p> <p><u>My turn first. I'm going to read this as a fluent reader would.</u> <u>Track my finger and look at the words as I read. It's your turn next.</u></p> <p>Read page fluently. Repeat for first sentence, highlighting any unusual spellings, e.g. th<u>ief</u> or w<u>ants</u>.</p> <p>After reading first sentence fluently, children to join in and read first sentence as whole class. Feedback as necessary.</p> <p><u>Your turn to read the first sentence like a fluent reader.</u> <u>1,2,3, go...</u>(make sure the adult uses their finger to track the words)</p> <p>Repeat for sentence 2/3/4...</p>	<p>Syntax (knowledge of sentences and connections between them, e.g. Jack was tired. He put the heavy bags down onto the floor.)</p> <p>Teaching a strategy such as summarising or identifying the main point.</p> <p>Focus for today: [INSERT]</p> <p>Independent Practice</p> <p><u>Now you are going to practise your fluent reading with your partner. Make sure you show me you are being a STAR partner. Text in the middle. Partner 1 reading, partner 2 pointing and tracking. Off you go.</u></p> <p>Offer feedback as necessary, correcting mispronounced sounds, incorrectly read</p>	<p>This could be:</p> <p>A review of any new vocabulary that proved difficult to understand and/or read;</p> <p>A summary of the meaning of the day's text;</p> <p>A question posed around a comprehension strategy, e.g. <u>When it says 'he' or 'they' in the text, how did we find who he/they were?</u></p> <p><u>What really helped us to understand the text today?</u></p>

				words and incorrect prosody (pace, intonation and expression).	
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