



Reading in KS1

Tuesday 19th 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 ([Cremmin 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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Read Write Inc. Phonics: a guide for parents



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Read Write Inc. – A guide for parents

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Reading by age

Phonics and word
reading

Read Write Inc.
Phonics

Information for Parents:

**How to say
the sounds**



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



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

Coming Soon - 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

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for ages 5-6+

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Top 100 Recommended Reads for Year 1

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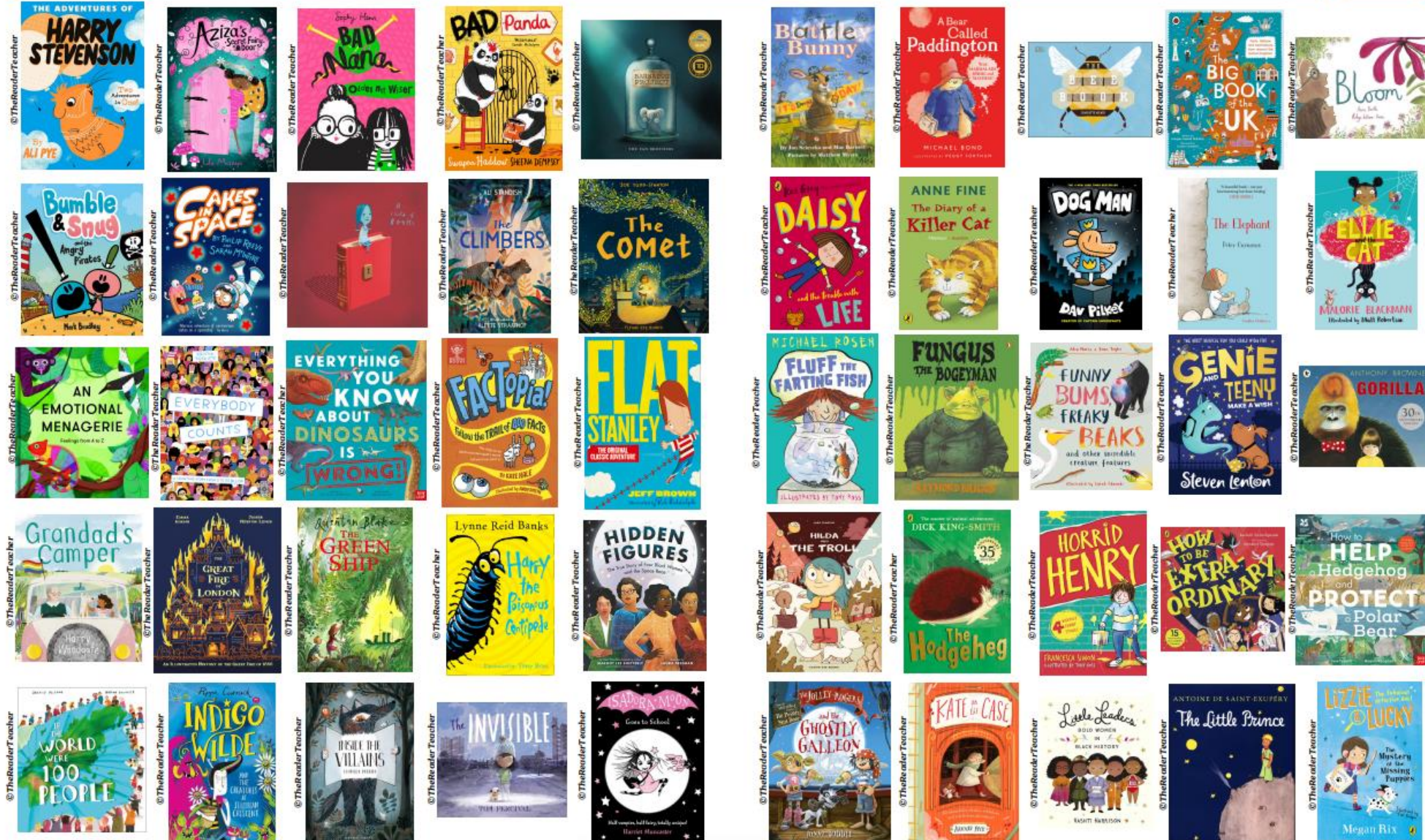
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Top 100 Recommended Reads for Year 2

for ages 6-7+

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Any Questions?