



## Reading in Year 1



### Individual Reading

The teacher will hear each child read once per week. Some children may be identified as needing more support and will additionally be heard read by the Learning Support Assistant (LSA). Where volunteers are available, further reading practice will be given and recorded. The individual reading sessions with the class teacher will involve assessing the children's ability to decode words and supporting this, as well as developing their understanding of the text through questioning. Comments in the reading diary will relate to the reading session and often indicate areas of difficulty as well as celebrating achievements. Volunteers will not provide a detailed comment in the child's reading log but will record the date and their initial. The children change their reading books on a weekly basis and progression up through the bands is linked to teacher assessment when they read to the class teacher.

*(Please note that the teacher method of recording in the reading log takes a different format to Reception as the need to keep detailed assessment evidence linked to the age related National Curriculum expectations is necessary).*

### First 100 High Frequency Sight Words

Those that complete the first 100 will move onto the common exception words for Year 1, as outlined in the National Curriculum.

The class LSA will continue to check the children's high frequency words until they can read all of the first 100. As children read more words extra words will be added and those that they read with ease will be removed.

### Guided Reading

Guided Reading sessions involve a group of approximately 6 children of similar ability, reading a text together and then answering questions about the text. The aim of these sessions is to teach reading skills and each session will have a specific focus for example, to infer meaning from the text, to recall and identify facts from the text. Misconceptions will be addressed. The skills focus will be derived from the relevant program of study from the National Curriculum for the year group and an assessment record kept in order to record achievement and progress.

### Phonics Lessons

The children's ability to decode words will be reinforced through a daily phonics lesson. Phonics lessons will also begin to focus on spelling as well as reading and learning the spelling patterns. Children will be given spellings and learning tasks to complement and reinforce the learning focus.

### Comprehension

Later in the year the children will start to do comprehension tasks. These will take the form of short extracts with key questions to answer on the text. This will further support the reading skills being taught and extended in guided reading sessions and literacy circles.

## Literacy Circles

Literacy Circles are more advanced group reading sessions. The idea is that the children lead these sessions using and applying their growing reading skills. They are supported by the class teacher using a high quality text; often a picture book. It involves the children reading and discussing the text. The children generate questions they would like to ask and then they work together to answer those questions, using clues from the text, inference skills and opinion. This tends to develop a deeper understanding of text as the questions come from the children themselves and they feel more confident answering these questions. We hope to introduce literacy circle later in the year.

## Literacy Lessons

We use opportunities in the literacy and other curriculum lessons to further reinforce reading skills.

## Teach Your Monsters To Read

Every child has a log in to 'Teach Your Monsters to Read' this is a free program that helps support reading skills in a fun game based approach and we try to make time every week for the children to access this program. They can also use it from home using their login.

<http://www.teachyourmonstertoread.com/>

## How Parents Can Help At Home

Please hear your child read regularly- daily if possible. Please date/ initial the log book and if you wish to, write a brief comment. **If you write a message or comment in the reading log that you wish the teacher to see/respond then please give this book to her at the door in the morning so that it is not missed.**

Help your child to read the common key and exception words, help with tricky words, read other more complex words for them. Help them to read widely- a range of different genres and texts (comics, poetry, etc). Use the program 'Teach Your Monsters To Read' using your child's log in. Other reading material available free online includes Oxford Owl- well worth registering as a parent as there are many e-books and tips to help parents support learning at home.

<https://www.oxfordowl.co.uk/home/reading-owl/find-a-book/library-page?view=details&type=book&book=all&booktype=Phonics&series=Read+with+Biff%2C+Chip+and+Kipper>

Talk to your child and ask them questions to check their understanding and to develop their sentence structure and use of vocabulary. Model good sentence structure back to them. Use lots of praise and encouragement. Reading little and often is best rather than making it a chore.

**If you have any concerns regarding your child's reading please come see me so we may discuss this.**

## Parent Volunteer

If you would like to volunteer to hear readers please let us know. We have developed a 'Volunteer Pack' that outlines the key expectations of this role, in addition, we also have to meet current safeguarding requirements and in this regard, you would need to have an enhanced police (DBS) check.