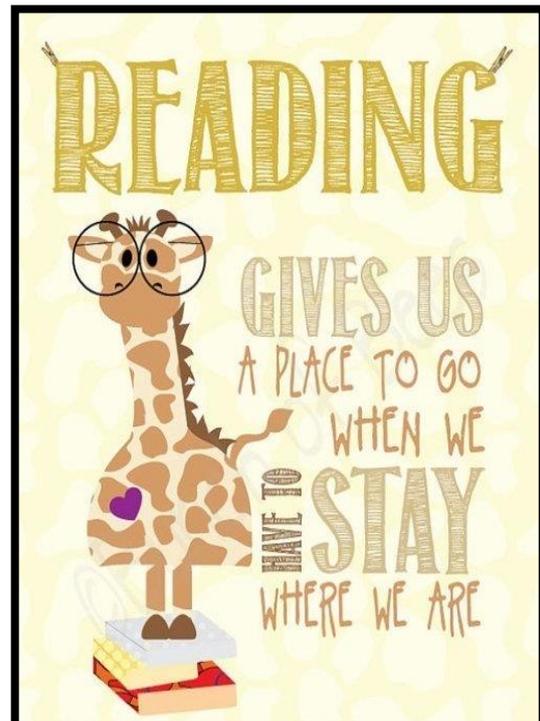
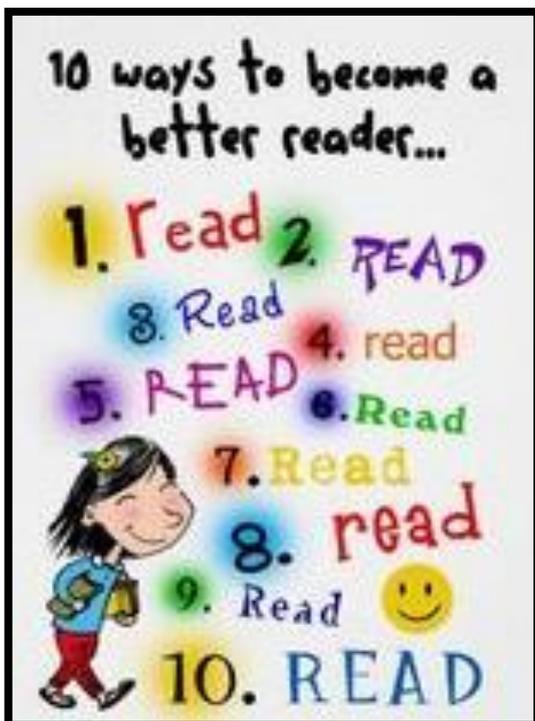


Helping your child to read in Key Stage One



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Introduction

Reading is one of the most important things your child will learn to do at Shustoke Primary School. Being able to read and developing a love of books can have a hugely positive impact on your child's education and future, and will bring them lots of enjoyment. What's more, the time spent sharing stories with an adult provides a wonderful bonding experience. The cherished act of sharing a story will nurture your child's social and emotional development.

At Shustoke, we want children to read with confidence, fluency and expression, and also to have a sound understanding of texts and the techniques used by writers. Most importantly, we want children to develop a love of learning through a desire to read for information and for pleasure.

There are two elements to reading that will be taught throughout Key Stage One: word reading and comprehension. Phonics is the primary approach to word reading that we use, and focuses on building words from sounds. Reading comprehension skills are taught in order to help children to understand what words mean, as well as supporting children's knowledge of the world and assisting with the development of a rich vocabulary.

As with all aspects of child development, children's reading skills will progress in different ways and at different rates. Try to respond to your child's needs and let them read at their own pace. Having a "you can do it" approach to helping your child learn to read really pays dividends - so praise your child's efforts at every opportunity.

When children are reading aloud, if they get stuck, encourage them to use everything they know to decipher the word. They should look at the pictures and remember what has happened in the story as well as building words through their sight vocabulary and their knowledge of letters and sounds. Their ability to predict and guess accurately will gradually improve.

As your child progresses through school, they will be required to develop a wide range of reading skills. When they are ready, you can ask questions such as how does the character feel? Why do you think the author used that word? How do you know?

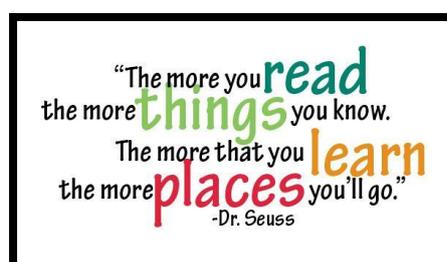
Above all, reading at home should be a special time to be enjoyed by both adults and children.

Reading at Shustoke C of E Primary School

At Shustoke, we are constantly striving to improve the learning opportunities that we offer the children. In the teaching of reading, we follow the guidelines set out by the Department for Education. We aim to teach a reading curriculum which is exciting, stimulating and maximises on cross-curricular links in order to encompass knowledge and skills from all other aspects of the curriculum. Spoken language, word reading and comprehension are taught through the Key Stage One Curriculum, as set out in the National Curriculum.

In this booklet, we may refer to different types of teaching and learning:

Shared Reading	This is whole class reading , usually using a text shared by the whole class. These sessions are led by the teacher, who will ask questions about the text. In some sessions, the children read the text in unison together, sometimes individual children will read parts of the text and on other occasions, an adult will model reading aloud for the children.
Guided Reading	This is group reading . Children will read a shared text in a group, often with children of similar ability to themselves. This might be part of a novel or an extract from a text based on the genre which is being studied at the time. The teacher will ask questions about the layout and content of the text. As the children progress through the school, this provides an important opportunity for children to develop higher order reading skills.
Paired Reading / Buddy Reading	When engaged in paired reading, the children read a text with a partner , often taking turns in reading a paragraph or a page aloud and discussing what they have read. Very often children pair with a child of a different reading ability or even from a different class. Research has shown that this benefits both children.
Individual Reading	This is when a child reads aloud to an adult and answers questions about what they have read. This is an important strategy for younger children who are just starting to learn to read. As children become more competent and fluent in reading aloud, there is a movement away from this approach towards guided reading as the emphasis is more on comprehension.
Independent Reading	This involves children reading on their own, and may be for pleasure, or for information. This could be as part of literacy lessons or linked to another subject.



Updated October, 2016

Reading in Key Stage One (Years 1 and 2)

How is reading taught?

During Key Stage One, reading is taught in several ways. There are daily opportunities for shared reading as a whole class, and during the week, guided reading sessions (where the children read in a small group with an adult), and also individual reading sessions with the teacher/teaching assistant each week. We are also grateful to parental helpers who come into school to assist with independent reading.

What are the expectations?

Once your child enters Key Stage One, they will begin working on the National Curriculum. Reading skills are separated into word reading and comprehension skills. Word reading initially focuses on building words from sounds using phonic strategies. Reading comprehension skills are taught in order to help children to understand what words and texts mean, as well as supporting children's knowledge of the world and assisting with the development of a rich vocabulary.

Throughout Year One, children are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

Additionally, by the end of Year One, children's comprehension skills should enable them to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Reading in Key Stage One (Years 1 and 2)

Throughout Year Two, children are taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Additionally, by the end of Year Two, children's comprehension skills should enable them to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

See paper copy for this page.

Reading Books and the Reading Diary

The most important way to help your child initially is by reading plenty of stories to them. This develops their listening skills, extends their vocabulary and understanding of story language; but more importantly gets them interested in reading books!

Your child will choose and bring home two books to read with you each week. These books have been selected from a collection of colour banded books, which will grow more challenging over time. It is important to set aside a specific time when you can read these books with your child without any distractions.

When will my child move onto the next book band?

Becoming a competent reader is much more than simply reading words. Therefore, we take a holistic approach when deciding when the right time is to move a child onto the next book band. For example, although a child may be able to read the words in their text, the class teacher may have identified that their understanding of the text is weak, or that they do not use expression to convey the message in the text.

Your comments in the reading diary are useful as it helps the class teacher know how they are coping with reading at home. However, if you are concerned about the progress your child is making, make an appointment to talk to the teacher about it. Above all, your child needs to know that you value their efforts. Children learn to read gradually over time, and it can take lots of practice and support from parents and teachers to become fluent.

What are the reading bands?

Children select reading books, these are banded by the following colours:

Band Name	Band Colour
Pink a	a
Pink b	b
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White	
Lime	
Ruby	
Sapphire	Colour used for illustration purposes only.
 School Library Books: Red star: entry level  Blue star: greater level of challenge	

Supporting your Child with Reading at home

We want the children to be able to read aloud accurately, fluently, and with expression. Throughout Key Stages One, there is an emphasis on ensuring that children have a sound understanding of reading materials. Here are some prompts to support your child's word reading and comprehension.

- Fact or fiction: Is this a story book or an information book? How do you know?
- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child using and exploring words for themselves.
- Discuss alternative words, for example, 'big'. Ask your child to think of another word that means the same, e.g. 'enormous' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Discuss feelings. How do you think a character is feeling? Why do you think this?
- If there was a problem in the story, discuss it: What happened? What went wrong?
- Discuss the solution. How was the problem resolved? Is there another way it could have been resolved?
- What have you learned? What do you know now that you didn't know before?

Ideas and Activities

There are also many fun ways to help develop your child's phonic knowledge and reading skills. Here are some suggestions:

Language Play

Children enjoy exploring and experimenting with language and it helps them to learn new words and their meanings, and also to listen to the sounds that make those words. Sing, rhyme, whisper, rap and dance to a beat!

Phonic Games

There are many apps and websites which support phonic development. Details of some useful webpages can be found on page 12. Traditional games such as 'I spy' are equally as good.

Memory Games

Memory is really helpful for learning to read. Card games such as letter or word flashcards, snap, find the pairs, and remember the objects on a tray are fun ways to get that memory switched on and working quickly.

Screen games

TV, computer and phone games can be an effective way to support your child's reading, and some children who struggle with words on a page find words on a screen more appealing. Alongside conventional reading materials, use screen games to occasionally read instructions, rules, scores, listen and talk about TV programmes.

Car journey games

Car journeys are an ideal opportunity to chat with your child, make up stories, sing and tell jokes. Practising reading skills in 'real life', for example, using road signs, helps to understand the role of reading in real life contexts.

Practical activities

Practise reading in real life situations such as shopping; reading food labels, lists, instructions, posters and special offers to find information. Make good use of everyday situations.

Reading together

Make sure you keep a balance between encouraging your child with learning to read and having fun reading together. Don't give up on telling stories and reading of all kinds to your child to help them to develop an understanding and love of reading.

Adapted from Oxford Owl, 'Fun Ideas' (<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/fun-ideas>)

Practical Tips

1. Choose a quiet time

Set aside a regular and quiet time with no distractions.

2. Make reading enjoyable

Make reading an enjoyable experience. Continue to read both with and to your child. Boost your child's confidence with praise and motivation.

3. Maintain the flow

As your child begins to develop reading strategies, allow the opportunity for them to self-correct an error before offering your support. If you feel that understanding may be lost by stopping, tell your child some unknown words to maintain the flow. If your child uses 'sounding out' as a decoding strategy, encourage the use of letter sounds rather than 'alphabet names'.

4. Make books high profile

Encourage your child to use the library, and where possible, keep visual reminders of the importance of books by displaying them in the home. Use books as a reward or treat to help your child to see reading as a positive and enjoyable activity.

5. Regular practice

Try to read with your child whenever possible. 'Little and often' is best.

6. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Use the questions suggested on page 9 for ideas and discussion points.

7. Variety is important

Remember children need to experience a variety of reading materials e.g. picture books, hard backs, comics, magazines, poems, and information books. Reading materials and applications found online can also be very beneficial for reluctant readers.

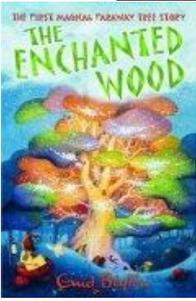
8. Be a reading role model

Making time to read with your child can have great educational benefits, but it can also be ten minutes of respite from hectic family life to curl up, read and talk together. By all means ask questions and discuss vocabulary, but don't be afraid to lose yourselves in a good story too.

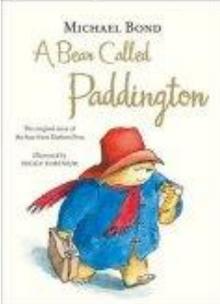
Tips for reluctant readers:

1. Help your child to understand how reading could benefit them. Investigate 'The Beanstalk Reading Charity' quiz:
<https://www.beanstalkcharity.org.uk/uncovering-the-motivation>
2. Provide books which are based around the activities, characters or information in which your child already shows an interest. Allow children to make choices, gain independence and to develop their own interests in reading materials and authors.
3. Use a range of resources, such as technological gadgets, books translated into films, theatre or productions, and listening stories. Make tentative links to reading.
4. Make sure reading materials are appropriately pitched for your child. Reading books that are too challenging or easy can reduce confidence and can be demotivating.

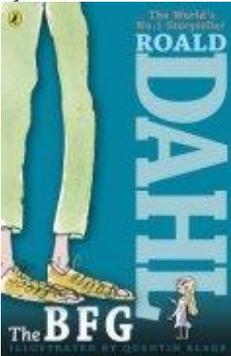
Suggested Books for sharing with children in Key Stage One



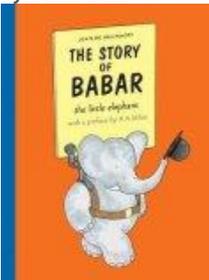
[The Enchanted Wood](#)
by Enid Blyton



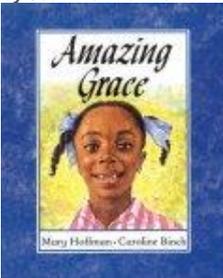
[A Bear Called Paddington](#)
by Michael Bond



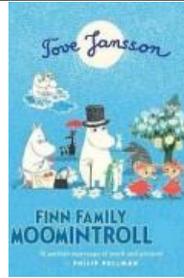
[The BFG](#)
by Roald Dahl



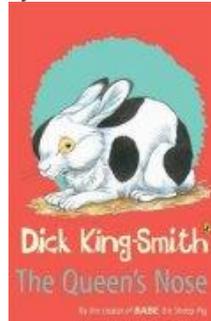
[The Story of Babar](#)
by Jean De Brunhoff



[Amazing Grace](#)
by Mary Hoffman & Caroline Binch



[Finn Family Moomintroll](#)
by Tove Jansson



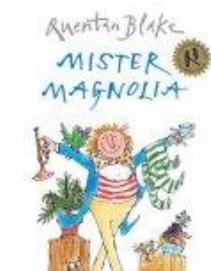
[The Queen's Nose](#)
by Dick King-Smith



[The Worst Witch](#)
by Jill Murphy



[The True Story of the Three Little Pigs](#)
by Jon Scieszka & Lane Smith



[Mister Magnolia](#)
by Quentin Blake

Reading Vocabulary

- **Blending:** To say the individual sounds that make up a word and blend them together to hear the whole word for reading e.g. s-a-t becomes sat. Blending is used to support reading.
- **Comprehension:** The understanding of a text; at its simplest this may be an understanding of what the text makes explicit (e.g. the story is about a wizard) and at a more sophisticated level, it is an understanding of what lies beneath a text (e.g. the authors' experience, historical context) which is often referred to as the deeper levels of meaning, inferential comprehension or higher order reading skills.
- **Decoding:** To read a word by saying the sounds then joining, or blending, those sounds together to form the word.
- **EYFS:** The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5 years old.
- **High frequency words:** These are the words that occur most commonly in the English language. Some are **decodable** like 'much' whilst others are **tricky** like 'the'.
- **Mnemonics:** Memory joggers such as a rhyme, a phrase or a shape. For example, seeing a dinosaur in the shape of a letter d to help your child to associate the dinosaur with the letter and sound.
- **Non-fiction:** A broad category of texts that includes anything that isn't a story.
- **Phonics:** A method of teaching children to read and write by teaching the letters or groups of letters that are represented by sounds (see also **synthetic phonics**)
- **Phonemes:** The smallest unit of sounds in a word, represented by letters or groups of letters.
- **Picture book(s):** Books in which the pictures play a major part in the story and the text is not levelled by difficulty e.g. The Gruffalo by Julia Donaldson. Picture books are not necessarily just for the very young and they can support the understanding of quite complex ideas.
- **Reading fluency:** When children are reading easily with confidence and intonation, and at pace.
- **Reading stamina:** A child's ability to read substantial and often more challenging books for a longer period of time or in one sitting.
- **SATs:** SATs stands for Standard Assessment Tasks. These are national tests in reading, grammar,

punctuation and spelling and maths taken in May/June by children in Year Two, and children in their final year of primary school.

- **Segmenting:** To write or spell a word by listening for the sounds in the word and deciding which letters represent those sounds.
- **Sounding out:** To say the individual sounds that make up a word.
- **Synthetic phonics:** **Synthetic Phonics** is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.
- **Tricky words:** Some everyday words in English have tricky spellings and can't be read by blending. These words have to be learned by sight.

Useful websites

How to pronounce the 44 phonemes:

https://www.youtube.com/watch?v=5J2Ddf_0Om8

Advice, tips and activities for parents:

<https://www.oxfordowl.co.uk/for-home>

Recommended reads:

<http://www.booktrust.org.uk/books/children/booklists/241>

Literacy apps to support reading

<http://literacyapps.literacytrust.org.uk>

Advice, tips and activities for parents and children:

<http://wordsforlife.literacytrust.org.uk>

The National Curriculum:

<https://www.gov.uk>

Ideas for adults at home:

www.parentlink.co.uk

Phonics games:

www.phonicsplay.co.uk

Find the right books for your child:

<https://www.beanstalkcharity.org.uk/matching-books-to-a-child>

