

## Reading in Key Stage 1

**Our vision:** Learning to read is one of the most important things your child will learn at our school. We want your child to love reading which is why we put our efforts into making sure they develop a love of books as well as simply learning to read.



The big picture – we want children to leave Key Stage 1 being fluent, understanding the text and to show a love of reading.

### **Where does reading happen in Key Stage 1? Where and when does it happen?**

In Key Stage 1, a phonics lesson takes place every day. We have implemented Read Write Inc as our systematic synthetic phonic programme. Children are streamed across the key stage depending on their ability or need. These groups are flexible and are regularly changed. Children use their phonics throughout the curriculum, where children are encouraged and supported to use their knowledge when reading and writing.

Within the phonics time, children will read books that match their phonics knowledge. The reading session will focus on progressing a range of different skills, including expression, blending and understanding of the text.

Children are sent home with two books every week that they are able to read. This will be based on the sounds that they have been learning. One of the books will be the text that they have been reading in class whilst the other text will be different but linked. Children have access to the online reading platform, Oxford Owl to access a variety of texts including the text that they have brought home.

Throughout the curriculum, enriching reading opportunities are provided for the children. Additionally there are standalone daily story times to encourage a love of reading, teachers focus on children's interests and books that have inspired them. A lot of our English lessons incorporate teaching from a high quality text, where children are taught specific comprehension skills such as predicting and retrieving information from the text. Throughout these lessons, teachers read to the children demonstrating high quality reading and exposing them to a wider range of vocabulary.

Word Reading	Comprehension	Enjoyment.
To apply their phonics knowledge and to become more fluent in their reading.	To understand what they have read.	To enjoy and love reading.

### **Word Reading:**

In Key Stage 1, children are assessed on their phonics knowledge. We then build upon the sounds that they know and teach accordingly. The children are formally assessed every half term by the reading teacher and within phonics children are continually and regularly informally assessed by teachers and teaching assistants.

Within Read Write Inc the sounds are split into three sets.

## Set 1

Set 1 Sounds are taught in the following order together with rhymes to help children form their letters correctly and so that they recognise sounds ready for blending.

These are the sounds taught in Set 1:

m a s d t  
i n p g o  
c k u b  
f e l h sh r  
j v y w  
th z ch qu ng nk

## Set 2

Once children can recognise and read words using the sounds above they move onto Set 2 Sounds. These are the sounds in Set 2:

ay ee igh ow oo oo  
or ar air ir ou oy

## Set 3

When children are confident in their phonics they will move onto Set 3 Sounds. Most of these sounds make the same sound as some they have previously learnt but are a different spelling.

ea oi a-e i-e ai  
o-a o-e ue  
aw are ur er  
ow ew ire ear ure

For further support visit the Read Write Inc Parent's Page for support on how pronounce each sound.

<https://schools.ruthmiskin.com/training/units/56>

### Key terms used within phonics:



Whilst learning phonics, the children will meet Fred the Frog to help them read and spell. He can only speak in sounds and the children have to say the word. For example: Fred says m-a-t and the children say mat.

**Fred talk** – This is when we want children to sound out the words before reading them. They will have to talk like Fred. For example: when children see the word play. Fred talk – p-l-ay.

**Fred in your head** – This is when a child can already sound out words, we explicitly teach them to sound these out in their head.

**Fred fingers** – When children are spelling, they count how many sound there are in the word to support their spelling of the word. For example: Spoon



**Special Friends**- These are when a sound is made up with either two or more letters. For example, ch, th, igh

**Green words** – These are words link to the sound that they know and are ease to decode.



**Red words** – These are words that are not decodable.



**Nonsense words** – Children are taught words that are not real 'alien words' to support their application of phonics and to check their fluency.



### Comprehension:

Reading comprehension is one of the pillars of the act of reading. We want children to think about what they have read and ask questions about what they are reading.

We want children to:

- Develop a broad vocabulary.
- Retrieve information from the text.
- Make inferencing.
- Use the text and other stories to make predictions.
- Sequence events within the text.

We help to develop children's comprehension skills throughout guided reading sessions, 1:1 reading, whole class reading and our English lessons.

**Enjoyment:**

The staff within Key Stage 1, show great importance and love for reading. This is not just something we want to instil in our children but our parents also. Reading unlocks so many opportunities, taking children beyond their own experiences.