

Year 1 Reading @ St Peter's



Intent

In Year 1, teachers are progressively building on knowledge attained from the Early Years foundation Stage. Pupils will continue to develop and learn new GPCs (Grapheme, phoneme correspondences), revise and consolidate those learnt earlier, including common exception words for Year 1. Pupils will also continue to develop the skill of blending sounds into words and applying the taught skills for new words. In order to do this they will need to hear, share and discuss a wide range of books to develop the pleasure of reading and increase their vocabulary knowledge.

Implementation

Pupil should be able to:

- sit upright at their desk
- share a text with a partner
- track and follow the text using finger or a tracking tool (lolly stick, mini word torch etc)
- respond orally to simple recall questions asked about the text
- listen to the responses of others
- 'jump in' and say a word the teacher has missed when reading a known text.

Phonics

At St Peter's, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. Each Friday, we review the week's teaching to help children become fluent readers.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Teaching reading in Year 1: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.

Word Reading (end of year 1 National Curriculum objectives)

- 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Comprehension (end of year 1 National Curriculum objectives)

- 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 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

Impact

During year 1, teachers will build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. By the beginning of year 2, most pupils will be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. Pupils will be able to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill will be given extra practice. Pupils' reading of common exception words should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. Children will have had extensive experience of hearing, sharing and discussing a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils' vocabulary will be developed when they listen to books read aloud and when they discuss what they have heard. The meaning of some new words will be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.

SEND

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow the Early Years Foundation Stage curriculum to develop their word reading, spelling and language skills.

Pupils who are falling behind in their phonic knowledge and skills will be quickly identified and intervention put into place, in accordance with our phonics policy and through our rigorous and systematic phonics programme 'Little Wandle'. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.

Year 1 phonics screening check

At the end of Year 1, children will undertake a statutory phonics screening check. This is a short assessment to make sure that children have learnt phonics to an appropriate standard. There are 40 words in the screening check which children are asked to read on a one-to-one basis with their teacher. The check is made up of 'real words' (eg. 'mud') and 'non-words' (eg. 'splog') and children need to apply their phonic knowledge to read all words. Preparation for the check takes place during the daily phonics session, but parents/carers can help children by practising phonics on a regular basis.

Story time

Every day, teachers read to their class for 20 minutes. We select books from the Recommended Reads for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment!

Book Club

This is a session built in for each class to have the opportunity to talk about books. The teacher may introduce new books to the children and the children may share their favourite books with the class. This will also be an opportunity for children to share their reading journals with the class.

Independent Reading

Throughout the school, we have a book banding system which the children select their 'fluency' book from. In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We focus on building the children's fluency, as we know that this has a significant impact on their understanding. From EYFS through to Year 6 children take books home as their 'reading for pleasure' book. In the early years this will be for parents to read and enjoy sharing together, and as the children become more fluent, they will be able to read these books themselves.

Regular reading is encouraged throughout the day. During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

Home Reading

The focus for home reading at St Peter's is to consolidate reading progress and involve parents in their own child's reading. Children will bring home 2 types of books. In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. The decodable reading practice book is taken home to ensure success is shared with the family.

In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We also provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.