



Supporting and Learning together KS1 Reading

Agenda

- National Curriculum
- What we do in school
- How to help at home
- What is Shared Reading?
- Reading Strands
- Lesson
- Opportunity to work with your child
- Questions

National Curriculum

Year 1

Children need to:

- enjoy books (stories, poems, rhymes)
- be motivated to read
- offer opinions
- retell a story in the correct order (pictures to help)
- join in with stories being read aloud
- improved understanding

Children to listen to:

- stories
- poems
- information texts

At a level beyond that at which they can read independently

Year 2

Children need to :

- enjoy books (stories, poems, rhymes, non-fiction)
- offer opinions, backed up by reasons
- discuss favourite authors
- retell a story using words and phrases from the text
- retell a story from memory
- retell a stock of basic stories
- discuss their favourite words and phrases
- learn about cause and effect (Why has this character behaved this way? /Why are certain dates celebrated annually?)

Children need to listen and discuss:

- wide range of poems
- stories
- non-fiction

At a level that they can read and beyond that at which they can read independently

What we do in school

- Daily Shared Reading sessions
- Daily phonics lessons
- Read daily to your child
- Visit the local library
- Listen to your child read
- Read books linked to our topics
- Use books as a stimulus for our writing
- Encourage the use of our book box
- World Book Day
- Book Week
- Performance Poetry

How to help at home

- Listen to your child read every day
- Read to your child
- Read books at a higher reading level than what they can access
- Talk about new words together
- Ask questions to deepen understanding
- Look for reading opportunities to read such as signs, menus, shopping lists etc
- Find books by the same author if your child enjoys their books

How to help at home

- Turn off the TV when reading
- Magnetic letters
- Read a range of texts
- Show children how to use information texts and find information
- Use dictionaries to find meanings of unknown words
- Make links with other books
- Visit the library
- Use reading as a reward, not a sanction
- Word search
- Subtitles on the TV
- Play board games that include reading
- Ask your child to read menus, notices or posters when you're out and about
- Hide notes around the house for them to read and find
- Ask your child to read out and tick off items on your shopping list



What is Shared Reading?

Shared Reading is a lesson where we focus on reading fluency and comprehension skills.

When reading, children are encouraged to:

- use phonics **WHEN** needed
- make their voice sound interesting
- read at a steady pace
- read clearly
- focus on the volume of their voice

Reading Strands

In Year 1 and Year 2, we build up your child's understanding of reading through different reading strands:

- retrieval/ sequencing
- predicting
- inference
- vocabulary

You will notice these types of questions when helping to complete your child's homework.

Retrieval questions

Pupils should learn how to:

Year 1

- Check that the text makes sense as they read and re-read if necessary
- Retrieve information from a familiar book that is read to them in discussion with the teacher

Year 2

- Check that the text makes sense as they read and correct inaccurate reading
- Build comprehension by retrieving basic information from a text
- Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions
- Use vocabulary knowledge, including synonyms, to aid comprehension
- Order the events in a text

Retrieval questions

This is the most common reading strand your child will be questioned on in KS1. Your child needs to retrieve facts from the text.

Questions to ask your child:

- Where is the story set?
- Where did....go?
- What colour was.....?

Retrieval questions

Your child will need to sequence events in a text and to discuss the order in which things happen.

Questions to ask your child:

- Which character do we meet first?
- What is the ... step in these instructions?
- Put these sentences into the order they happened in.

Predicting questions

Pupils should learn how to:

Year 1

- Predict the next part of a story

Year 2

- Make a plausible prediction about what might happen on the basis of what has been read so far
- Answer questions about the text in discussion with the teacher

Predicting questions

Your child will have to predict what may happen next based on what they have already read.

Questions to ask your child:

- What do you think will happen next?
- Where do you think...will go next? Why?
- What might you expect to see in this sort of text?
- Can you think of any stories like this? How do they end? Do you think this will end the same way?

Inference questions

Pupils should learn how to:

Year 1

- Make simple inferences from a familiar book that is read to them
- Make simple inferences about characters from what they say and do

Year 2

- Make inferences about characters, settings and events
- Use vocabulary knowledge, including synonyms, to aid inference

Inference questions

Your child needs to hunt for clues in a text about how someone might be feeling or why something is happening.

Questions to ask your child:

- Why do you think... is feeling...?

Vocabulary questions

Pupils should learn how to:

Year 1

- Apply vocabulary they know in one context to another
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

Year 2

- Use the surrounding text to aid them in understanding unknown vocabulary
- Infer meanings from the vocabulary used
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known

Vocabulary questions

You child needs to explore how and why authors have used certain words and phrases.

Questions to ask your child:

- What does this word/sentence tell you about...?
- Can you find a word/sentence that tells you/shows you...?
- Why did the author use the word...to describe...?
- How does this word make you feel?
- What word means the same as...?

Lesson outline

In KS1, we now follow Success for All phonics scheme and there is a reading scheme that runs alongside it. It ensures that the children are using the sounds taught in their phonics sessions and applying them when reading.

Please find attached a weekly plan for Year 1 and how it progresses when your child reaches Year 2 as the structure changes.

Year 1

The image is a collage-style title page for 'Year 1'. At the top, there's a woven basket rim on the left, a blue and green geometric pattern in the center, and red birds on the right. The middle section has a textured light background with the text 'Year 1'. The bottom section shows a cityscape, an open book, a stack of books, and glasses.

Shared Reader Weekly Lesson Plan Overview – Year 1

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Explore Preview the Shared Reader for the week by asking the provided questions. Children make predictions about the story based on the title, illustrations/ photographs and their background knowledge.</p> <p>Word Time Introduce the Red and Green Words for the story along with selected vocabulary. Partners practise Red/Green Words.</p> <p>Choral Read Read the text chorally with the class. Use previously learnt skills such as Stretch and Read and Fast Blending where appropriate. Model key skills and the weekly grammar focus.</p> <p>Discussion Time Review children's predictions and summarise the story by asking the provided questions.</p>	<p>Remember Remember the story with the class, including the title, characters, setting, etc., by asking the provided questions.</p> <p>Word Time Review the Red and Green Words for the story along with selected vocabulary. Partners practise Red/Green Words.</p> <p>Partner Read Children read the story, alternating pages with their partners. Teacher supports with comprehension questions and references to the weekly grammar focus.</p> <p>Discussion Time Review the story by asking the provided questions.</p>	<p>Review Review the story with the class, including characters, key plot points, problems and resolution, by asking the provided questions.</p> <p>Word Time Review the Red and Green Words for the story along with select vocabulary. Partners practise Red/Green Words.</p> <p>Partner Read Children read the story, alternating pages with their partners (switching pages from yesterday). Teacher supports with comprehension questions and references to the weekly grammar focus.</p> <p>Discussion Time Review the story by asking the provided questions.</p>	<p>Echo Read Choose a section from the Shared Reader to model a target reading skill (e.g. reading with fluency and expression, recognising direct speech, etc.). Children repeat after you chorally to practise reading fluently.</p> <p>Spelling Time Children practise spelling Green/Red Words from the current Shared Reader that require consolidation.</p> <p>Partner Question Time Children answer the comprehension questions in the back of the Shared Reader. Model using the questions to create sentence stems and refer to the text to create a full answer with elaboration. In Term 3, question identification strategies are introduced.</p>	<p>Reading Celebration Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies.</p> <p>Writing Time The teacher models the Writing Time process using the sentence stem provided in the lesson plan. Children repeat this process and compose their own sentence orally before writing it in their books. The final stage of the process involves children checking their own work and then their partner's work.</p> <p>Reflection Time Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps.</p>

Year 2

The background is a vibrant collage. At the top left, there's a woven basket texture. To its right is a large, multi-colored geometric pattern in shades of blue, green, and yellow. Further right, several red birds are depicted in flight against a light background. The middle section is a soft, hazy cityscape with various buildings and a warm, golden light. At the bottom, there are several books: a large open book in the center, a stack of three books on the right, and a pair of glasses resting on a book in the bottom right corner.

Yearly Overview

Routes to Reading - Year 2 Book List



Term	Title	Author	Illustrator	Genre
1	The Tale of Chicken Little	Elizabeth Charman	Eszter Szepvolgyi	Traditional Tale
1	Extreme Earth	Elizabeth Charman	Photography	Non-fiction (Geography)
1	Animal Poems	Elizabeth Charman	Eszter Szepvolgyi	Poetry
1	The Great Escape	Elizabeth Charman	Eszter Szepvolgyi	Fiction
1	Ants Are Everywhere!	Joel Pollen	Photography	Non-fiction (Animals)
2	Kongy Arrives	Elizabeth Charman	Eszter Szepvolgyi	Fiction
2	Why Do Stars Twinkle?	Joel Pollen	Photography	Non-fiction (Science)
2	The Dreams of Moxie Mouse and Cat Capone	Hershel P Lidan	Hershel P Lidan	Poetry
2	An Invitation to a Party	Janet Adsett	Photography	Instructions
2	Anna's Homework	Elizabeth Charman	Eszter Szepvolgyi	Fiction
3	Lost	Joel Pollen	Tamara Joubert	Fiction
3	Snow White and the Jazz Band	Ewan Shepherd	Ewan Shepherd	Poetry/Traditional Tale
3	Bea's Pumpkin	Joel Pollen	Kiley Victoria	Fiction
3	It Came from Outer Space	Paul Cookson	Liz Million	Poetry
3	In the Year 2100	Elizabeth Charman & Joel Pollen	Photography	Non-fiction (Science)

Term 1 Overview

Term 1			
Book Title	Word Count	Specific Year 2 Objectives	Genre
The Tale of Chicken Little	861	<ul style="list-style-type: none"> To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To recognise simple recurring literary language in stories To discuss the sequence of events in books and how items of information are related Read and listen to the story and make links to books they have read 	Traditional Tale
Extreme Earth	732	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explore syllable boundaries and read each syllable separately before they combine them to read the word To explain and discuss their understanding of the book 	Non-Fiction (Geography)
Animal Poems	483	<ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	Poetry
The Great Escape	1001	<ul style="list-style-type: none"> To identify the different variations to how -ed words are spelt and pronounced. To identify sentences with different forms: statement, question, exclamation, command. To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Justify their preferences and point of view 	Fiction
Ants are Everywhere	733	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book 	Non-Fiction (Animals)

Lesson example



Map 5 – Extreme Earth

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ROUTES TO
Reading

Teach and Read

Check Predictions

Reflect on the reading so far.
Check any predictions that have been made.



Ask the children:
Did you find out what you were expecting to find out?
Did the author give you facts that surprised you?

Echo Read



Choose a section of the text to model reading fluently. Children repeat after you, chorally to practise reading fluently.
Suggestion - read page 8 to the end.

Apply and Review

Reading Journal



True or False

Put a tick next to each statement to say if it is true or false.

	True	False
The rocks in the Lut Desert absorb the heat because they are dark in colour.		
Mount Everest is in Hawaii.		
Mawsynram gets a thousand times more rain than Antarctica.		
Mong Kok is the size of a tennis court.		

Matching

Match picture, place and word.



Antarctica, Everest, Mawsynram, Monk Kok, Lut Desert

Picture Number	Place	Word
		Dunes
		Monsoon
		Bustle
		Eastern
		Peak

Reflection



Reflect on the Reading Journal activities and use Random Reporter for feedback.
Reflect on the reading.

Ask the children:
Did you add more expression to your reading in the Echo Read section?
What happened to your voice?
Did it change to reflect some of the extreme temperatures?