



## Horwich Parish School

### Reading in Year One



At Horwich Parish we aim to nurture a love of reading in order that children become life-long readers. To achieve this, we teach the children to read with fluency, expression and understanding.

### Approaches to Reading



#### At School

Pupils read with the teacher in a guided reading session each week. They may also read as a whole class or within groups. Teachers focus on the targets outlined below at the appropriate reading level. Additional adults may read with pupils to support fluency, and decoding skills. A range of resources, including short texts, are used during these sessions, to facilitate the teaching of skills specified by the National Curriculum. All books are book banded to ensure the level of book is appropriate.



#### At Home

We encourage parents and carers to read as much as possible with their child, encouraging a variety of text types. Children are encouraged to join the local library.

Pupils are also provided with a “free reader” book to take home in order to widen their reading repertoire.

### Phonics

Each day children participate in a 20 minute phonics session. The children learn the 40+ phonemes (sounds) and the corresponding graphemes (letters or groups of letters for those sounds). We expect the children to apply this knowledge to their reading and writing. Children requiring additional support may be provided with a short term intervention to bridge the gap. At the end of year one the children complete a phonic screening check and results are reported to the local authority. The school follow the TES phonics and Letters and Sounds scheme as a basis to plan and teach all phonic lessons.

### Reading targets

Targets are placed in the pupils’ reading journals and are highlighted by the teacher to indicate coverage and achievement. Parents are encouraged to support pupils by working on similar targets at home.

#### Word Reading

I can match all 40+ phonemes to their graphemes.  
I can blend sounds in words I don't know  
I can break words into syllables  
I can read compound words  
I can read words with contractions  
I can add -ing, -ed and -er to verbs. (*not changing the root word*)  
I can read words of more than one syllable

#### Comprehension

I can say what I like and do not like about a text.  
I can link what I have heard or read to my own experiences.  
I can retell key stories orally using narrative language.  
I can talk about the main characters within a well-known story.  
I can learn some poems and rhymes by heart.  
I can use what I already know to understand texts.  
I can check that my reading makes sense and go back to correct myself.  
I can draw inferences from the text and/or the illustrations.  
I can make predictions about the events in the text.  
I can explain what I think a text is about.

Here are examples of the types of questions you may wish to ask your child to develop their skills as a reader.

### **Drawing on knowledge of vocabulary to understand texts.**

What word in the text tells you...?  
Find and copy one word that tells you...  
What does the word\_\_\_ mean?  
What does the word\_\_\_ mean in this sentence (homonyms)?  
Find and copy a word that describes how...  
Find and copy a word that means the same as...  
Draw a line to match the words to their meanings.

### **Identify and explain key aspects of texts such as characters, events, titles and information (retrieval).**

Which...?  
What...?  
How...?  
Where...?  
When...?  
Why...?  
Who...?  
Identify two ways...  
Draw a line to match these characters to events.  
Give two reasons why...  
Give one example of...  
Which character...?

### **Identify and explain the sequences of events in texts.**

Number the sentences below to show the order they happened in the story... report...poem...  
What happened after?  
What happened before?  
Which of these events happened first?  
Which of these events happened last?

### **Make inferences from the text.**

Why do you think...?  
Which do you think...?  
How do you know...?  
When do you think...?  
How can you tell  
Put ticks in the box to show which sentences or statements are true or false.  
What impression do you get of the feelings of this character from the text?  
Why did...?  
What evidence is there that...?  
What is this character's attitude towards...?

### **Predict what might happen on the basis of what has been read so far.**

What do you think will happen next?  
Where do you think...?  
What do you think would happen if...?