

Reading in Reception, Year 1 and 2

*‘Today a reader tomorrow a
leader’ -*

Margaret Fuller

*‘A child who reads will be an
adult who thinks’*

Unknown

What is reading?

Reading is one of the most important skills we teach children.

Reading has 2 components

- Word recognition – the ability to recognise words in and out of context and the ability to apply phonics
- Comprehension – the ability to process text, understand its meaning, and to integrate with what the reader already knows. Comprehension is a big focus in year 2.

What is the importance of reading?

'We want children to learn to read so they can read to learn for the rest of their lives'.

- Learning to read is about listening and understanding, as well as working out what is printed on the page.
- Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.
- It gives children a better understanding of the world, people and cultures.
- Through reading you build a more solid foundation for communication.
- Reading develops a child's imagination.
- Reading helps children develop empathy.

How important are early reading skills?

- When children learn to read at an early age they have greater general knowledge, wider vocabulary and become more fluent readers.
- Children have an improved attention span and better concentration.
- Their proficiency in reading helps them to comprehend what they read.

What are the characteristics of reading?

- Word reading
- Reading fluency – expression, intonation and punctuation
- Pace and rhythm
- Vocabulary
- Background knowledge
- Working memory
- Comprehension

How do we teach reading at English Martyrs in Reception and KS1?

We teach reading through:

- A language rich environment
- Phonics
- Word recognition/flashcards
- Vocabulary
- Spoken language
- Comprehension
- Context clues
- Reading stories aloud to children
- Teacher modelling children echoing
- Using texts with repeated words

Approach to reading in KS1

- Whole class
- Guided
- 1:1
- Shared/paired read
- Reading for pleasure – silent reading
- Class novel
- Story time
- Home/school reading
- Reading across the curriculum
- Reading for writing

What is phonics?

Phonics -

- method for teaching reading and writing and understanding that letters represent sounds to form words.
- it involves teaching the sounds made by individual letters and letter groups and how they blend together to make words.
- is essential for children to become successful readers, writers and spellers in the Early Years and beyond.

Is phonics important in learning to read?

- Yes because letter/sound knowledge is the foundation needed to build up reading and writing skills.
- Research shows phonics to be a corner stone of effective early reading. Phonics enable beginner readers to decode unknown written words by sounding them out which is essential for independent reading.

Phonics

- Phonics help children to decode.
- Increases fluency and reading accuracy
- Helps comprehension
- Increases vocabulary

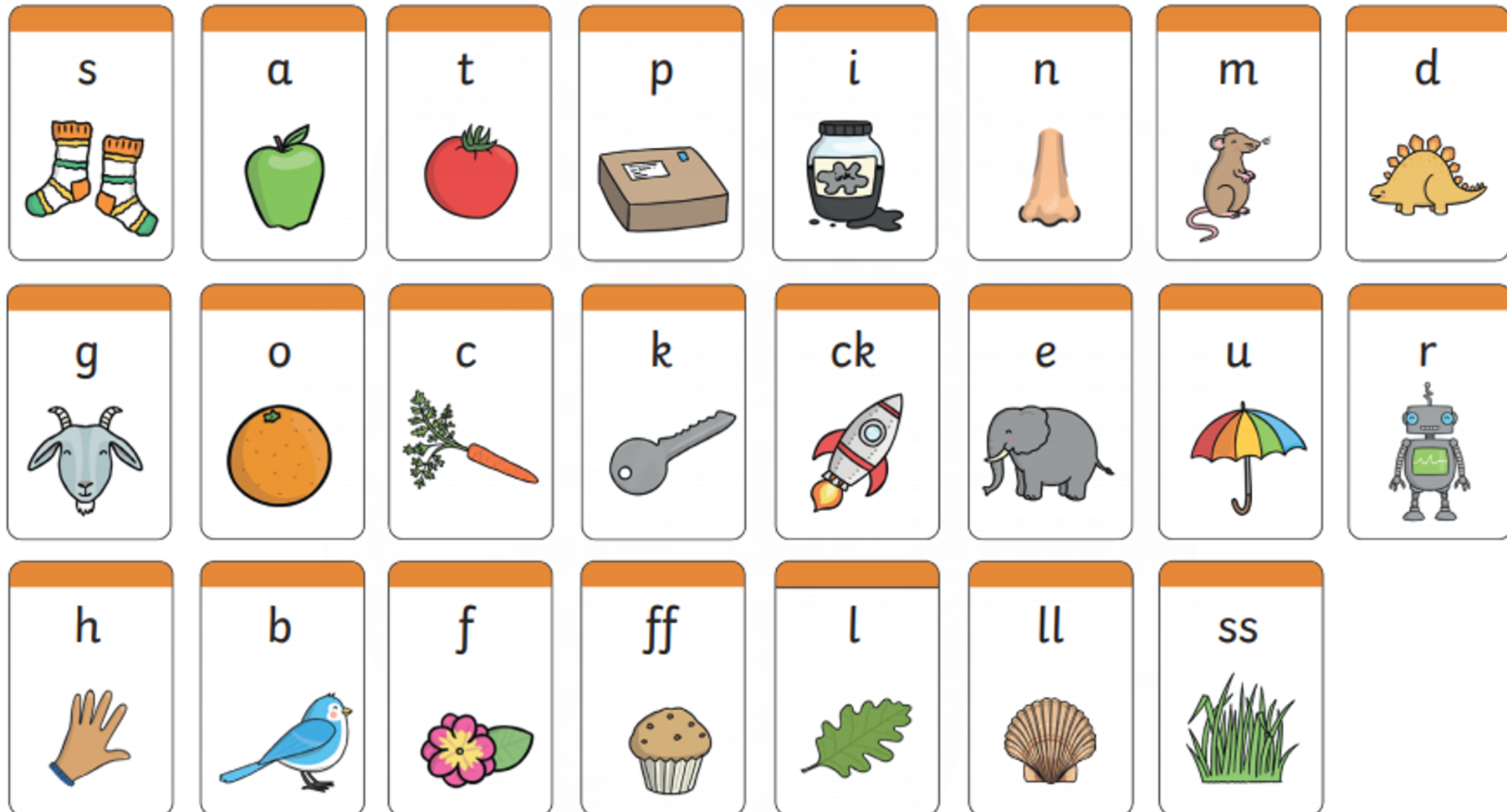
Phonics programme we use at English Martyrs

- **Letters and Sounds** – taught daily for 20-30 minutes.
- Phonics revisited and practised in other areas of the curriculum.
- Phase 1 – 6
- Phase 1 is taught in the Nursery and is crucial in developing speaking and listening skills. Children listen to **environmental sounds** so they can discriminate between 2 different sounds, listen to sounds in spoken word e.g. **wash** our hands, **zip** up our coats, being able to say some of the sounds orally e.g. we are going to the **shop**.
- **Rhythm** to help the children when they learn to read.

Phase 2

This begins in Reception – Autumn 2

My Phase 2 Sound Mat



Phase 2 Tricky Words Word Mat

no

to

I

the

go

into

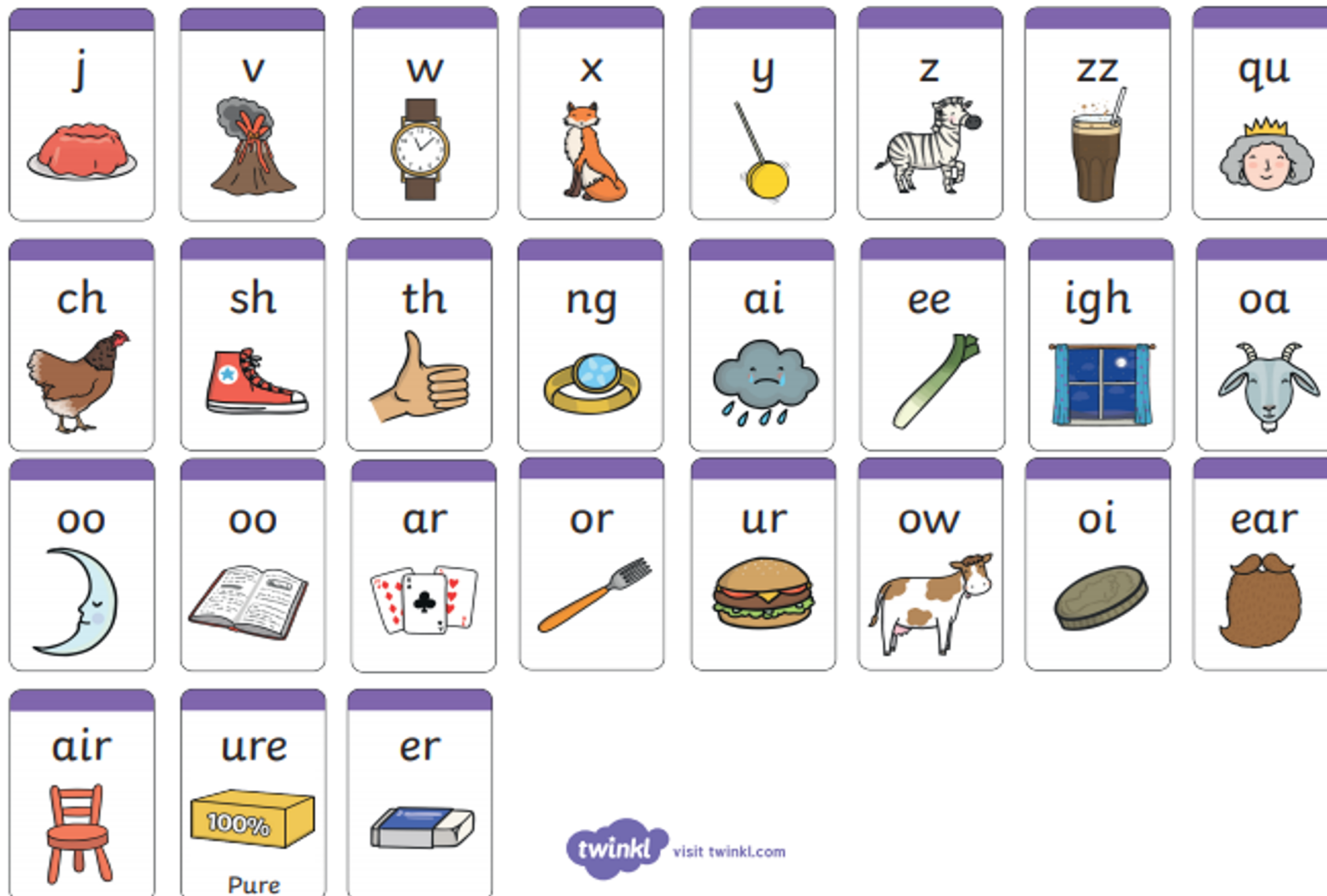
Link – how to pronounce sounds correctly

- <https://www.youtube.com/watch?v=DWQ6MeccRCU>

Phase 3

- Begins in Reception when children are ready (12 weeks)

My Phase 3 Sound Mat



Phase 3 Tricky Words

he

she

we

me

be

you

all

are

her

was

they

my

How to decode words?

- Decoding is the ability to read a word by sounding out the sounds written in the word (segmenting) and then being able to blend the sounds together to make a word (blending)
- look at a word e.g rain – 4 letters, 3 sounds
- r –ai –n
- night – 5 letters 3 sounds n-igh-t

Some of the sounds are represented by more than one symbol or a combination of symbols:

- 1 letter represents 1 sound e.g s, a, t, s-a-t
 - 2 letters can represent 1 sound e.g /ai/ r-ai-n
 - 3 letters can represent 1 sound –/igh/ n-igh-t
 - 4 letters can represent 1 sound - /tion/ - station
-
- Children know that when 2 vowels go together we do not split them up and they make 1 sound.

Phase 4

Starts in Year 1 (4 weeks)

- There are no new sounds introduced
- Sounds/letters taught in phase 2 and 3 are consolidated
- Children learn to segment and blend longer words with adjacent consonants e.g street, strong, crunch, stamp
- Phase 4 focuses on getting children to move away from segmenting and blending words when they read aloud, children should be reading words straight off.

Phase 4 Tricky Words

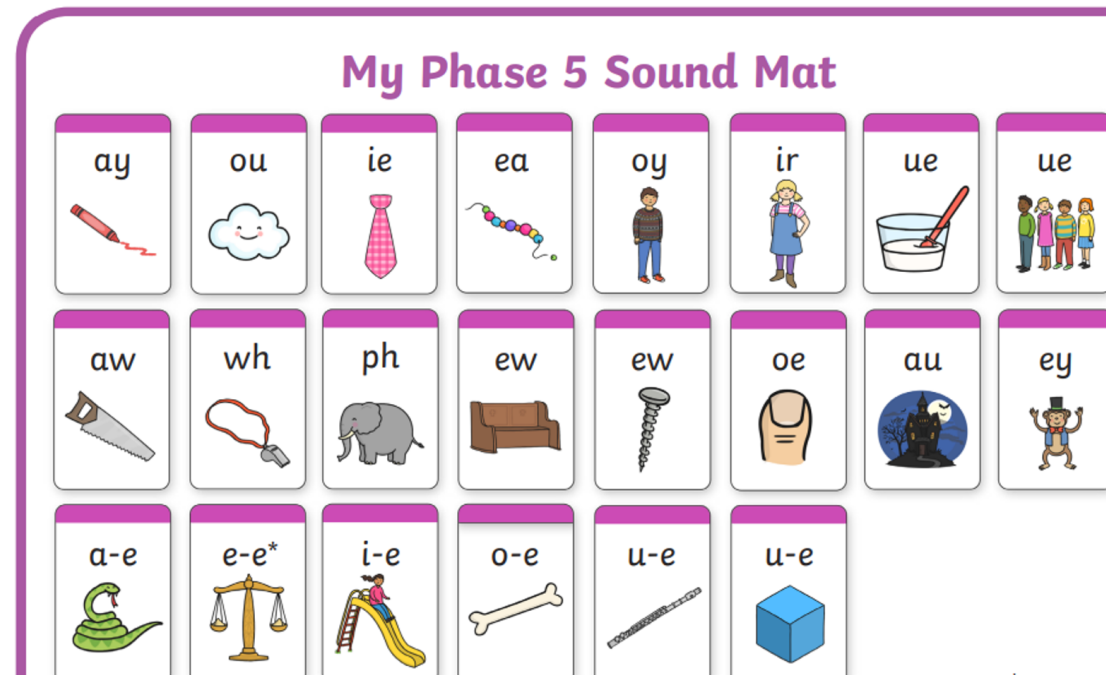
said have like so do

some come little one were

out what when there

Phase 5

- Starts in Year 1 and continues into Year 2 (32 weeks)



- Then you have alternative spellings e.g /igh/
night, pie, slide, sky, find

How difficult the English language is!

- Same sound can be represented(spelt) in more than 1 way for example:

/c/

- cat
- duck
- school
- quay
- unique
- soccer
- kennel

Phase 5 Tricky Words

oh

Mrs

people

Mr

called

looked




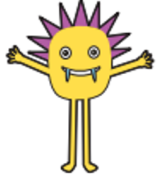
could

asked

their

Phonics Screening test

- Phonics screening test takes place in Year 1 in June. Here is an example:

twice	delay	flisp 
gloom	modern	braint 
turn	saucers	scrid 
mode	charming	splote 

- Children are given 40 words to read 20 real words and 20 nonsense words.

Phase 6 –Year 2

- By the beginning of Phase Six, children should know most of the common grapheme (letter)– phoneme (sound)correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:
- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.
- During this phase, children become fluent readers and increasingly accurate spellers.

Phase 6 –Year 2

Teaching spelling :

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
happy – happiness, happier; glad + ly = gladly
- Teaching spelling long words eg. adventure
- Finding and learning the difficult bits in words

Word recognition

Word recognition is the key to lifelong reading skills.

- Tricky words for each phonic stage
- High frequency words – words used most frequently in reading and writing e.g. and, the
- Common exception words Year 1 and 2

Why learn high frequency words?

- Research says that learning just 13 of the most frequently used words enable children to read 25% of any text.
- Learning 100 High Frequency words gives a beginner reader virtually 50% access to any text, whether it is a children's book or a newspaper report.
- When you combine automatic recognition of the High Frequency words with a good knowledge of phonics that's when a child's reading really takes off.
- During the course of the phonics programme children will learn over 300 HF and tricky words.

First 100 High Frequency Words

the	we	mum	get
and	can	one	just
a	are	them	now
to	up	do	came
said	had	me	oh
in	my	down	about
he	her	dad	got
I	what	big	their
of	there	when	people
it	out	it's	your
was	this	see	put
you	have	looked	could
they	went	very	house
on	be	look	old
she	like	don't	too
is	some	come	by
for	not	will	day
at	then	into	made
his	were	back	time
but	go	from	I'm
that	little	children	if
with	as	him	help
all	no	Mr	Mrs
an	saw	off	called
so	make	asked	here

Next 200 High Frequency Words

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

Spoken language and Vocabulary

- Spoken language underpins the development of reading and writing.
- Quality and variety of language heard and spoken is vital for developing vocabulary, grammar and understanding for reading and writing.
- Teach the children the meaning of new words, repetition of the words is very important for children to embed in their vocabulary.
- If children do not have a love of words they will never become great readers let alone great writers.
- A child needs to hear a word **4-12 times** before it becomes part of their vocabulary.
- Use the words in sentences so the children are able to understand the exact meaning of the word.

Comprehension and Context Clues

Key comprehension strategies:

- Prior knowledge
- Predicting
- Identifying main ideas
- Questioning
- Making inference
- Retelling /sequencing
- Visualising

Year 2 SATS Comprehension

Paper 1 example

My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.

"JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work," she said.



"I need to know that you can be a good girl for JJ. He will be in charge."

Practice questions

a Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

☐

Mum was going on holiday.

☐

Jasmine was ill.

☐

Jasmine was going on holiday.

☐

b Who is telling the story?

Paper 2 example

Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



10

(pages 7-10)

13 Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. _____

2. _____

2 marks

(page 10)

14 Dora cried as she pushed her pram away for the last time. Why was she sad?

1 mark

Why is fluency important?

For children to be fluent readers they must read

- accurately
- smoothly
- with expression and comprehension
- with pace and rhythm (punctuation)
- Fluent readers recognise words automatically without struggling over decoding issues.
- Fluency is important because it bridges between word recognition and comprehension. It allows the child to focus on what the text is saying.
- Children should be reading about 120 words per minute for fluency

What causes reading fluency problems?

Most common causes are

- Lack of reading practice
- Word recognition difficulties
- Children stumble on particular words
- Lack of recognition of words automatically
- Children sounding out too many words
- Comprehension difficulties also disrupt fluency, e.g. a child not understanding what is read.

Reading for pleasure

- Let children read what they want. Let them read for pleasure.
- Any form of text that will help children develop a love of reading e.g comics, magazines, books that capture their interest.
- Visiting the library, books in the home

Benefits of reading for pleasure –

- improves vocabulary, improves reading attainment and writing ability
- greater self confidence as a reader
- General knowledge
- Better understanding of people and cultures

How to help your child at home

- Listen to your child read regularly
- Read to your child
- Talk about books, stories and words
- Use pictures to discuss stories
- Explore word meaning together
- Let children see you read

Give your child the gift of reading!