

# 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

*One of the most important skills we teach children.*

Reading has 2 components

- Word recognition – ability to recognise words in and out of context and ability to apply phonics
- Comprehension – is the ability to process text, understand its meaning, and to integrate with what the reader already knows. (Yr 2 focus more on comprehension)

# 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.

# 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 more what they are reading.

# 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?

- Phonics
- Word recognition
- Vocabulary
- Spoken language
- Comprehension
- Context clues

# 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 across the curriculum
- Reading for writing

# What are phonics?

Phonics -

- method for teaching reading and writing is understanding that letters represent sounds to form words.
- it involves teaching the sounds made by individual letters and letter groups and how they merge together to make words.



# 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 enables beginner readers to decode unknown written words by sounding them out which is essential for independent reading.

# Phonics

- Phonics helps 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

## My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

## Phase 2 Tricky Words Word Mat

no

to

I

the

go

into



























# Link – how to pronounce sounds correctly

- [https://www.youtube.com/watch?v=DWQ6M  
eccRCU](https://www.youtube.com/watch?v=DWQ6M<u>eccRCU</u>)

# Phase 3

- Begins in Reception (12 weeks)

## My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 	 visit <a href="https://www.twinkl.com">twinkl.com</a>				

## 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

## Sometimes...

- 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 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 taught
- Refines the work from phase 2 and 3
- Children should reading words straight off rather than sounding out.

## Phase 4 Tricky Words

**said**

**have**

**like**

**so**

**do**

**some**

**come**

**little**

**one**

**were**

**out**

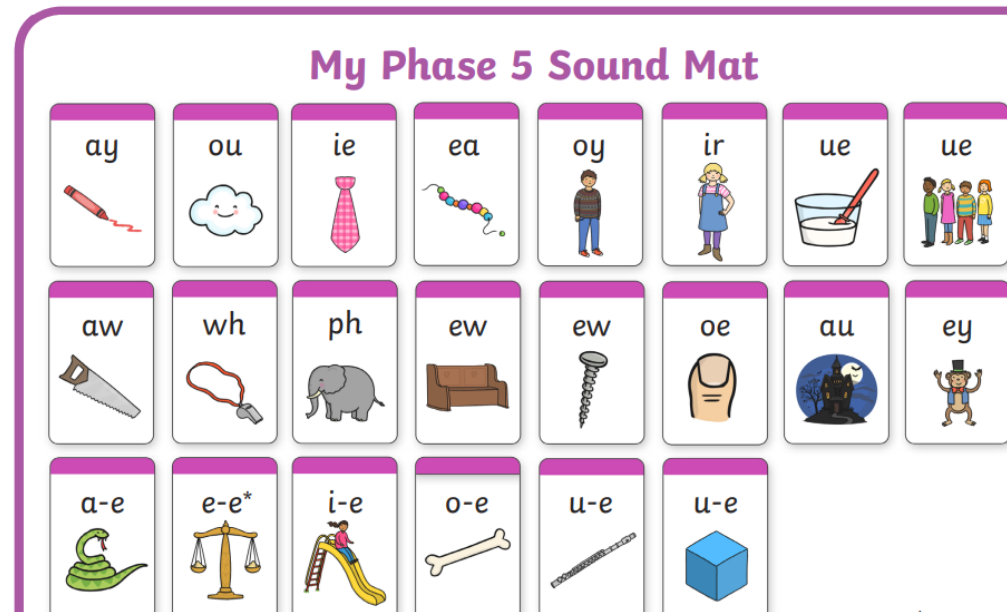
**what**

**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) more than 1 way

/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.

twice

delay

flisp



gloom

modern

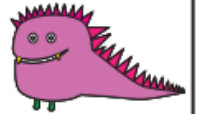
braint



turn

saucers

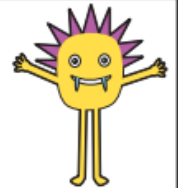
scrid



mode

charming

splote





# Phase 6 –Year 2

- Spelling patterns/ rules – e.g hide – hiding  
bat - batting
- Suffixes/ prefixes – ful, ness, un
- Tense – past tense

# Word recognition

- 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 HF words gives a beginner reader virtually 50% access to any text, whether a children's book or a newspaper report.
- When you combine automatic recognition of the HF words with a good knowledge of phonics that's when a child's reading really takes off.
- Over the course of the phonics programme children will learn over 300 HF and tricky words.

# 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

# Year 2 SATS Comprehension

## Paper 1

### 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

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 intonation
- 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

- 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.

# 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.
- Reading books the children bring home are mostly reading scheme books that help the children learn to read.

Read to your child

Read with your child

Let your child see you reading

Give your child the gift of reading!

Thank you for coming,  
please fill in the feedback  
forms.

Any questions?