

Individual/one-to-one reading



There are three general focus skills – **decoding, fluency and comprehension.**

<u>Skill focus</u>		<u>Type of child</u>
<p><u>Decoding</u> – using knowledge of letter-sound relationships to pronounce written words.</p>		<p>Children who are still learning to ‘sound out words’. These will mostly be EYFS and KS1 children; however, please be mindful that there will be some children in KS2 who need to continue on this skill, particularly those with SEN who have difficulties with phonetic knowledge.</p>
<p><u>Fluency</u> – the ability to read with speed, accuracy, and proper expression.</p>		<p>Children who can read words but the tone, speed and expression is lacking and therefore reading sounds choppy and awkward. This is more likely to be children in KS2 who have the decoding skills but need more practice with fluency.</p>
<p><u>Comprehension</u></p>	<p><u>KS1 Reading Gems</u></p>	<p><u>KS2 Reading Gems</u></p>
	<p>Define</p>	<p>Define</p>
	<p>Retrieve</p>	<p>Retrieve</p>
	<p>Sequence</p>	<p>Summarise</p>
	<p>Infer</p>	<p>Infer</p>
	<p>Predict</p>	<p>Predict</p>
		<p>Relate</p>
		<p>Explore</p>
	<p>Compare</p>	<p>Children who can read words and have good fluency will benefit from further work on comprehension which builds on the learning done in whole class reading lessons. Pick a comprehension focus to advance comprehension skills.</p>

Below are some ways to teach each of the different skills during a one-to-one reading session.

<u>Decoding</u>	<u>Fluency</u>	<u>Comprehension</u>
<ol style="list-style-type: none"> <li>1. Introduce book to child and tell them how much of the book they will read during this session.</li> <li>2. Look inside front cover (if using a Bug Club/decodable book) and point out the sounds evident in this book/ high frequency words.</li> <li>3. Locate and share any words that the child may struggle with.</li> <li>4. Child to begin reading. Use a mixture of adult reading and child reading (adult to model sounding out word then whole sentence reading).</li> <li>5. Finish with a discussion about what you have read together.</li> <li>6. Write comment relating to skill focus in child's reading record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce book to child and tell them how much of the book they will read during this session.</li> <li>2. Share the learning intention with the child (to increase speed/different voices for the different characters/noticing punctuation etc).</li> <li>3. Look at any tricky words that the child may struggle with.</li> <li>4. Demonstrate to child how they will show expression/intonation (this could be spotting out the punctuation, looking for the speech etc). Adult to model how to do this.</li> <li>5. Child to begin reading. Use a mixture of adult reading and child reading (adult to model using expression/changing voice etc)</li> <li>6. Finish with a discussion about what you have read together and congratulate child.</li> <li>7. Write comment relating to skill focus in child's reading record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce book to child and tell them how much of the book they will read during this session.</li> <li>2. Share the learning intention with the child (focus this on one part of the comprehension (Reading Gems).</li> <li>3. Look at any tricky words that the child may struggle with.</li> <li>4. Child to begin reading. Use a mixture of adult reading and child reading (adult to read to the child to aid the comprehension).</li> <li>5. Stop the child at different points and use questioning to check understanding. Have conversations related to the skill focus – inference, summarising etc. using the question stems below.</li> <li>6. Finish with a discussion about what you have read together and congratulate child.</li> <li>7. Write comment relating to skill focus in child's reading record.</li> </ol>

<u>Year 1</u>	Key Reading Skills	Suggested question stems
<b>Define</b>	<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known.</li> <li>• Draw upon knowledge of vocabulary in order to understand the text.</li> <li>• Join in with predictable phrases.</li> <li>• Use vocabulary given by the teacher.</li> <li>• Discuss his/her favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• What does the word ____ mean in this sentence?</li> <li>• Find and copy a word which means ____.</li> <li>• What does this word/phrase tell you about....?</li> <li>• Which word do you think is the most important? Why?</li> <li>• Which of the words best describe the character or setting?</li> <li>• Which word in this part do you think is the most important? Why?</li> <li>• Why do you think they repeat this word in the story?</li> </ul>
<b>Retrieve</b>	<ul style="list-style-type: none"> <li>• Answer a question about what has happened in a story.</li> <li>• Develop knowledge of retrieval through images.</li> <li>• Recognise characters, events, titles and information.</li> <li>• Recognise differences between fiction and non-fiction texts.</li> <li>• Retrieve information by finding a few key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character?</li> <li>• Why do you think all the main characters are ____ in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set?</li> <li>• Which is your favourite/worst/funniest/scariest part of the story?</li> <li>• Is this a fiction or non-fiction book? How do you know&gt;</li> </ul>
<b>Sequence</b>	<ul style="list-style-type: none"> <li>• Read familiar stories orally.</li> <li>• Sequence the events of a story they are familiar with.</li> <li>• Begin to discuss how events are linked.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• Can you number these events in the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the____?</li> <li>• Can you retell the story to me in fewer than 20 words?</li> <li>• What happened before that?</li> <li>• Can you tell me the key events in the story?</li> </ul>
<b>Infer</b>	<ul style="list-style-type: none"> <li>• Being encouraged to link what they read or hear to their own experiences.</li> <li>• Making basic inferences on the basis of what characters are doing and/or saying.</li> <li>• Infer basic points with direct reference to pictures and words in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Why was ____ feeling____?</li> <li>• Why did ____ happen?</li> <li>• Why did ____ say ____?</li> <li>• Can you explain why____?</li> <li>• How does ____ make you feel?</li> <li>• What do you think ____ means?</li> <li>• How do you think____?</li> <li>• When do you think____?</li> <li>• Where do you think____?</li> </ul>
<b>Predict</b>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Make simple predictions based on the story and their own life experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the cover and the title, what do you think this book is about?</li> <li>• Where do you think ____ will go next?</li> <li>• What do you think ____ will say/do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think this will end?</li> <li>• Who do you think has done it?</li> </ul>

- What might \_\_\_\_ say about that?
- Can you draw what might happen next?