

Individual/one-to-one reading



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

Skill focus		Type of child
<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>Comprehension</p>	<p>KS1 Reading Gems</p>	<p>KS2 Reading Gems</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"> 1. Introduce book to child and tell them how much of the book they will read during this session. 2. Look inside front cover (if using a Bug Club/decodable book) and point out the sounds evident in this book/ high frequency words. 3. Locate and share any words that the child may struggle with. 4. Child to begin reading. Use a mixture of adult reading and child reading (adult to model sounding out word then whole sentence reading). 5. Finish with a discussion about what you have read together. 6. Write comment relating to skill focus in child's reading record. 	<ol style="list-style-type: none"> 1. Introduce book to child and tell them how much of the book they will read during this session. 2. Share the learning intention with the child (to increase speed/different voices for the different characters/noticing punctuation etc). 3. Look at any tricky words that the child may struggle with. 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. 5. Child to begin reading. Use a mixture of adult reading and child reading (adult to model using expression/changing voice etc) 6. Finish with a discussion about what you have read together and congratulate child. 7. Write comment relating to skill focus in child's reading record. 	<ol style="list-style-type: none"> 1. Introduce book to child and tell them how much of the book they will read during this session. 2. Share the learning intention with the child (focus this on one part of the comprehension (Reading Gems). 3. Look at any tricky words that the child may struggle with. 4. Child to begin reading. Use a mixture of adult reading and child reading (adult to read to the child to aid the comprehension). 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. 6. Finish with a discussion about what you have read together and congratulate child. 7. Write comment relating to skill focus in child's reading record.

<u>Year 2</u>	Key Reading Skills	Suggested question stems
Define	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words; link new meanings to known vocabulary. • Discussing their favourite words and choices. • Recognise some recurring language in stories and poems. • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read. 	<ul style="list-style-type: none"> • What word in the text tells you...? • Find and copy (one word/phrase/sentence) that tells you... • The author uses this word _____. What does it mean? • The writer uses words such as _____ to describe _____. What does this tell you about _____? • The writer uses words such as _____ to describe _____. How does it make you feel? • Find and copy a word that describes how... • Find and copy a word that means the same as... • In the story, _____ is used repeatedly. Why? • Which words and /or phrases make you think/feel _____? • Which words/word mean the same as...?
Retrieve	<ul style="list-style-type: none"> • Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions. • Draw on previously taught knowledge. • Remember significant events and key information about the text that they have read. 	<ul style="list-style-type: none"> • Which character _____? • Where/when does _____ take place? • What did _____ look like? • How did _____ feel? Why? • Who was _____? • Where did _____ live? • Who are the characters in the book? • Who is the narrator? • Where in the book would you find _____? • How does the _____ help me to find information in this book?
Sequence	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • Which of these events happened first? • What happened after _____? • What happened before _____? • Which of these events happened last? • Use three sentences to describe the beginning, middle and end of this text? • Sum up the story in _____ words. • Sort these sentences/paragraphs/chapter headings from the story.

<p>Infer</p>	<ul style="list-style-type: none"> • Make inferences about characters' feelings using what they say and do. • Infer basic points and begin, with support, to pick up on subtler references. • Answering and asking questions and modifying answers as the story progresses. • Use pictures or words to make inferences. 	<ul style="list-style-type: none"> • Why do you think _____? • How do you know that _____? • When do you think _____? • How can you tell that _____? • True or False • Why did _____? • How do you feel about _____? • Can you explain why _____? • How does _____ feel?
<p>Predict</p>	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read in terms of plot, character and language so far. • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • What do you think will happen next? • What do you think would happen if _____? • What do you think will happen to _____? • Why do you think this? • Where do you think _____? • Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way? • How is _____ like someone you know? Do you think they will act in the same way?