

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 3</u>	Key Reading Skills	Suggested question stems
Define	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read. • Find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • Explain two things that the words ____, ____ suggest. • Find and copy a word/two words/a group of words/a sentence that shows/tells you _____. • In this sentence _____ is closest in meaning to _____? • The author uses _____. _____ has two different definitions, use each definition to write a sentence. • The author uses _____. Why do you think they chose this word? • The author uses _____. • Which word best describes _____? • Find and copy one word that suggests that _____. • What does this word/phrase/sentence tell you about _____? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • Why does the author use _____ repeatedly? • The writer uses words like _____ to describe _____. What does this tell you _____? • What other words/phrases could the author have used? • The writer uses _____ to describe _____. How does this make you feel? • Can you find an example of a word that means _____? • Which of the following words is closest in meaning to...? • Find and copy a group of words that means the same as (enter phrase/idiom rather than word). • What do the words (enter phrase/idiom etc) mean?
Retrieve	<ul style="list-style-type: none"> • Use contents page and subheadings to locate information. • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • What...? Which...? How...? Where...? When...? Why...? Who...? • Identify how _____. • Give two reasons why _____. • True/False • Fact/Opinion • Circle the option to complete the sentence. • When did _____ take place? • From whose point of view is the story told? • Which part of the story best describes _____? Explain why. • Which words and /or phrases _____? • What evidence do you have to justify your opinion? • Find the paragraph where _____.

		<ul style="list-style-type: none"> • How do you know that...had not...? Give two ways. • What is one...? • According to...
Summarise	<ul style="list-style-type: none"> • Identifying main ideas drawn from a key paragraph or page and summarising these. • Begin to distinguish between the important and less important information in a text. • Give a brief verbal summary of a story. • Teachers begin to model how to record summary writing. • Identify themes from a wide range of books. • Make simple notes from one source of writing. 	<ul style="list-style-type: none"> • Which of these events happened first? • Which of these events happened last? • What happened after? • What happened before? • What's the main point in this paragraph? • Can you sum up what happens in _____? • Which is the most important point in these paragraphs? • What part of the story do you think is the most important? Explain why you think this.
Infer	<ul style="list-style-type: none"> • Infer characters' feelings, thoughts and motives from their stated actions. • Justify inferences by referencing a specific point in the text. • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Make inferences about actions or events. 	<ul style="list-style-type: none"> • Explain how _____? • Explain why _____? • Why did _____? • Why is _____? • How does _____? • Why do you think _____? Explain using the text. • How do you know _____? Explain using the text. • When do you think _____? Explain using the text. • How can you tell that _____? Explain using the text. • True/False • What makes you think that? • Which words give you the impression that _____? • How do you feel about _____? Why? • Can you explain why _____? • Which word tells you that _____? • How can you tell that...was...?
Predict	<ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions. 	<ul style="list-style-type: none"> • What do you think will happen next? • What do you think would happen if _____? • Based on what you have read, what does the last paragraph suggest might happen next? • Why did the author choose this setting? Will that influence how the story develops? • How is _____ like someone you know? Do you think they will react in the same way? • What might happen next? Why? • What if...?
Relate	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. 	<ul style="list-style-type: none"> • Explain why _____. • Why is _____ important in the story?

	<ul style="list-style-type: none"> • Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. 	<ul style="list-style-type: none"> • Why do you think the author chose to use _____ to present the information? How does the _____ encourage you to read on/find information? • Where does it tell you that _____? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • Who do you think this information is for?
Explore	<ul style="list-style-type: none"> • Discuss words that capture the readers interest or imagination. • Identify how language choices help build meaning. • Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. • Recognise authorial choices and the purpose of these. 	<ul style="list-style-type: none"> • What does _____ tell you about _____? • What words help the reader to _____? • What impact does the phrase _____ have on the reader? • The writer uses words like _____ to describe _____. What does this tell you about _____? • What other words/phrases could the author have used? • What technique has the writer used? • What do you think the writer meant by ' _____ '? • Why did the author _____? • Why has the author used this word/phrase/sentence? • What is the effect of _____?
Compare	<ul style="list-style-type: none"> • Make comparisons between events in narrative or information texts on the same topic or theme. • Compare and contrast writing by the same author. 	<ul style="list-style-type: none"> • How does the characters mood change throughout the text? • Compare and contrast different characters, reactions, settings, themes within the text. • How is it similar to _____? • How is it different to _____? • Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. • If you have read other texts by this author, can you see any similarities/differences between them?