

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"> 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.

Year 5	Key Reading Skills	Suggested question stems
Define	<ul style="list-style-type: none"> • Explore the meaning of words in context, confidently using a dictionary. • Investigate alternative word choices that could be made. • Use a thesaurus to find synonyms for a larger variety of words. • Re-write passages using alternative word choices. • Read around the word and explore its meaning in the broader context of a section or paragraph. 	<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"> • Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • Retrieve, record and present information from non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<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"> • Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • Make connections between information across the text. • Discuss the themes or conventions from a chapter or text. • Identify themes across a wide range of writing. 	<ul style="list-style-type: none"> • What is the main message of the text? • 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 _____? • Sort the information in these paragraphs. • Which is the most important point in these paragraphs? How do you know? • What part of the story do you think is the most important? Explain why you think this. • Which sentence best describes the...?
Infer	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Make inferences about actions, feelings, events or states. • Use figurative language to infer meaning. • Give one or two pieces of evidence to support the point they are making. • Begin to draw evidence from more than one place across a text. 	<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 _____? • Quotation from the text. What conclusion does _____ draw from this? • How can you tell that...was...? • Give one piece of evidence that shows... • What impressions do you get of...at this point in the extract? Use evidence from the text to support your answer. • Give two reasons why...does not want to... • How can you tell there was something strange about...? Use evidence from the text to support your answer.
Predict	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • What do you think will happen next? • What do you think would happen if _____?

		<ul style="list-style-type: none"> • Based on what you have read, what does the last paragraph suggest might happen next? • Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why? • 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? • Choose one character from the book and predict how you think they will behave/react? • Can you predict several possible outcomes and explain your answer? • What if...? • If there was a sequel, what might happen? Why do you think this?
<p>Relate</p>	<ul style="list-style-type: none"> • Pupils will be able to begin to distinguish between plot events/details and the main themes in the texts they read. • Pupils will be able to identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. • Pupils will be able to compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. • Pupils will be able to identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. • Pupils will be able to read poems by significant poets and identify what is distinctive about the style or presentation of their poems. 	<ul style="list-style-type: none"> • Explain why _____. • Why is _____ important in the story? • Does this story have a moral or a message? Explain how you know using the text. • 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? • What atmosphere is the author trying to create? What words/phrases help to create that feeling? • What has the author done to make you want to read on? Explain your answer using the text.
<p>Explore</p>	<ul style="list-style-type: none"> • Discuss how the author's choice of language impacts the reader. Evaluate the authors use of language. • Begin to look at the use of figurative language. • Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue. 	<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? • Find and copy words from the paragraph that show it was _____ • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • 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? • How are these words effective? • What do you think the writer meant by '_____ '? • When the author uses this sort of sentence, what is the impact?

		<ul style="list-style-type: none"> • Why did the author _____? • Why has the author used this word/phrase/sentence? • How does the author create this mood/atmosphere? • What is the effect of _____?
<p>Compare</p>	<ul style="list-style-type: none"> • Make comparisons between the ways that different characters or events are presented. • Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. 	<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? • Give one way... is/are similar to... • Give one way...is/are different from...