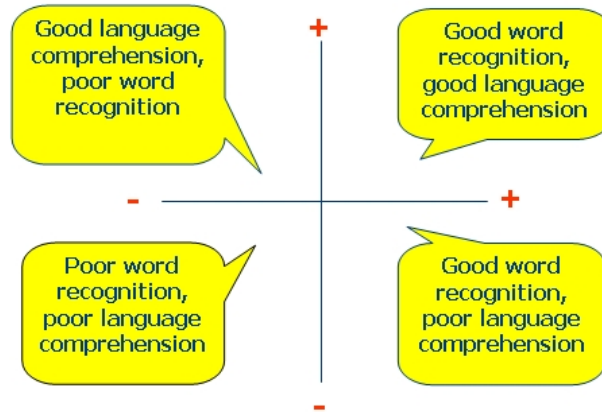


## Notes from Year 1 Reading Meeting

Simple View of Reading - we are aiming for children to fall into the top right quarter.



Children need a rich early reading curriculum - daily phonics sessions, shared reading, Guided Reading, daily stories/rhymes/poems, independent reading and these are all a part of school life. A rich home reading environment and a home-school reading partnership make a huge difference.

Children should experience immediate success - early readers need to use phonics as their prime strategy. Early readers need to be able to decode almost all of the words in the texts they are reading.

Phonics is just the start. The aim is for knowledge and skills to become embedded for independent application. We need to teach a range of strategies - breaking a word into syllables, check for sense, use picture cues or think about context.

Year 1 and 2 readers need to: develop their ability to understand beyond the literal, build up reading stamina, be introduced **very gradually** to more challenging texts, enjoy their reading and read for pleasure, be motivated to tackle more and more challenging material. Children learn to navigate different text types and understand their use, for example recipe books, information text, newspapers, comic strips, instruction manuals, dictionaries.

School reading books should be read with 95-100% accuracy. That's less than one error in 10 words. School reading books should be read with **ease**.

The cat was in the **park** but lost her ball. - 90%

In the **rainforest** you will find big and **small reptiles**. - 70%

Reading - comprehension

The Will	The Skill
<p style="text-align: center;">Read for pleasure:</p> <ul style="list-style-type: none"> <li>• Listen to and discuss</li> <li>• Read widely and for a range of purposes</li> <li>• Read aloud/perform</li> </ul>	<p style="text-align: center;">Understand what they read:</p> <ul style="list-style-type: none"> <li>• Check for sense</li> <li>• Asking questions</li> <li>• Drawing inferences</li> <li>• Predicting</li> </ul>

Our focus is on breadth of reading - children do not learn best by racing through reading stages.

Happy, confident children make successful readers.