

Guided Reading in Key Stage 1

At such a young age, reading is absolutely fundamental to not only enhance your child as a reader, but it also has a direct effect on other curriculum subject areas, including writing.

Alike with phonics, Guided Reading is delivered in small, focused groups that are carefully designed and planned to ensure that all needs can be met. Guided Reading sessions are delivered everyday for 20 minutes (Y1)/30 minutes (Y2) and are designed so the children are able to have opportunities to visit and practice the key skills required for Key Stage One. Books are chosen carefully to match the level that the children within the group are.

As a general rule of thumb, a book is deemed appropriate for your child if they are able to read 90% of the words correctly and with developing fluency (see more about fluency below). If they cannot read words correctly to this percentage, then the book may be deemed too difficult whereas the closer to 100% a child gets, the book may be deemed too easy and is a good sign that your child is ready to be pushed onto the next book/a book that is slightly more challenging.

General Skills

When we are delivering our reading sessions, we are always mindful of the two main reading strands set out in the National Curriculum, which are:

- Word reading – how well can they use their developing phonological knowledge to blend/segment to help read the word.
- Comprehension – how well do they understand what they have read through locating answers in the text to answer verbal and/or written questions.

We aim to make our sessions as diverse as possible so they remain enjoyable and engaging for all children in all groups.

It is vital on one hand that we focus on the word reading strand so they are recognising the rules and sounds taught in their phonics sessions and are then able to apply these with developing confidence, accuracy and independence when reading. This allows the children to see how phonics and reading really do go hand in hand as opposed to being two different 'stand-alone' subjects.

However, the reading comprehension side of things is just as important because it is fundamental that children actually understand and can comprehend what they have read. This gives a strong indication of just how well they have understood the book and again guides us to assess whether a book is too difficult, just right or too easy for the group. All adults are always in communication with other and a change in books/levels is often performed as a result of discussions between all adults within the Key Stage 1 team.

As your child enters Key Stage 1, the key focus is all about consolidating what was taught in Reception and then building on these skills. From there, we move onto the key skill of beginning to answer simple verbal comprehensions, which are normally asked by the adult in charge of that specific group. As your child progresses through Year 1, they begin to look at the key skill of finding and locating answers to very simple verbal comprehension in the text, often with support. As then your child progresses towards the end of Year 1 and into Year 2, the children continue to locate answers in the text to verbal questions but then also begin looking at the skill of identifying the answers to questions in the text and then underlining the key information. It is then in Year 2 where the children really consolidate this skill with growing independence and will locate answers to written comprehension questions ready for the Key Stage 1 SATs that the children undertake in the May of Year 2.

As well as these two key strands set in the National Curriculum, another key skill is being able to read with developing fluency. When we are assessing your child's reading level at the end of the Key Stage (Y2), one of the things we take into account is the definition of fluency set out in the Teacher Assessment Framework (TAF- (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf)).

The TAF defines fluency in Year 2 as defines fluency as:

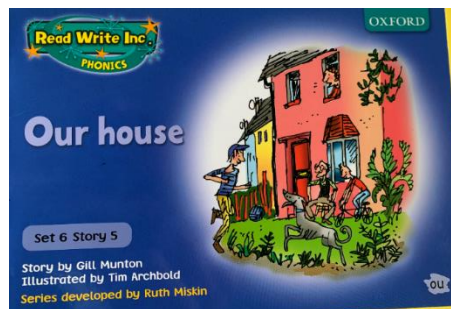
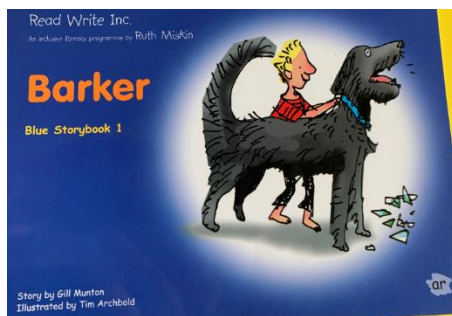
Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

However, teaching in small, focused groups allows us to really gain a strong knowledge and understanding of your child as a full reader. **Please note the word ‘approximately’ – we also use our teacher assessment as a collective team to come to an overall decision regarding this at the end of Year 2.**

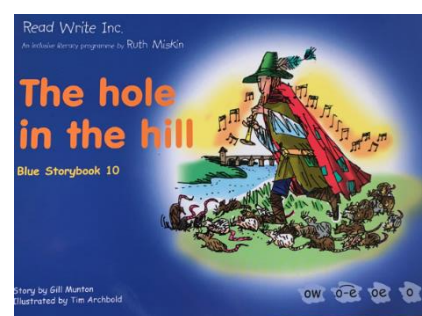
RML

One of the reading schemes that we implement during our guided reading sessions is called RML. In KS1, we focus more on building on the foundations set in the Early Years stage.

By the end of Year 1, it is expected that your child should be at least up to the blue colour (set 6) in order to be at the age related expectation. Here are 3 examples of books at blue level.

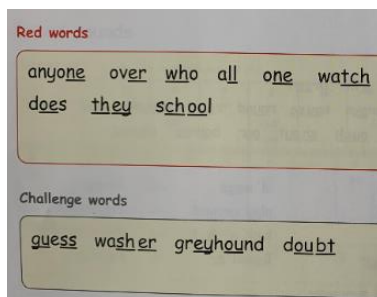


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Right at the very beginning of the book sequence, it is all about exploring the front cover and discussing the picture(s) that is/are provided for the children. This stimulates great prompts for discussion as it can often give an insight of what the story is going to be about (for example – Barker as a word is a broad title but as soon as you explore the image and see the dog, this gives more of an insight into the title and what the story is about).

Children are also given opportunities to link their initial thoughts and conversations to their life (for example – who has a dog at home? Is it similar or different to the one on the front cover? How?



At the beginning of each RML book is the ‘red words’ and the ‘challenge words’ that are included in the book and the children will encounter.

Each day, we go through these red words and challenge words together to ensure that the children have consistent opportunities to visit these to make these words easier for the children. These words are not all phonetically plausible and are words the children have simply got to know. By providing repetitive and daily opportunities to visit these, we are providing children with the best possible opportunity to learn these.

Green words		
<i>Read in /fno/ Talk (same sounds)</i>		
cheese	too	soon
arm	jar	sharp
Mark	merge	large
night	match	feed
hold	cold	start
part	scar	car
guard		
<i>Read in syllables</i>		
kitch'en	→	kitchen
hol'i'day	→	holiday
car'ton	→	carton
a'part	→	apart
Car'diff	→	Cardiff
in'deed	→	indeed
car'toon	→	cartoon
Bar'ker	→	Barker
Farn'ham	→	Farnham
post'man	→	postman
<i>Read the root word first and then with the ending</i>		
bring	→	bringing
begin	→	beginning
knock	→	knocked
barked	→	barks
start	→	started
	→	barking
	→	starting

We then give the children opportunities to visit and practise the green words. Again, these are words that the children will encounter in the book and these give the children opportunities to see how some of those longer words they may encounter can be broken up into more manageable parts to help with the reading of the longer word (i.e. – post + man = postman, Car + diff = Cardiff etc). These words are much more phonetically plausible (though not all the time).


Vocabulary check		
Discuss the meaning (as used in the story) after the children have read each word.		
	definition:	sentence:
fed up	cross with	They were all fed up with Barker.
darts match	throwing game	Grandad was at a darts match.
pinch	take	Then he started to pinch food.
chunk	bit	he was running away with a big chunk of beef.
keen	pleased or liked	Mum wasn't too keen on muddy paw marks.
charged	rushed	Barker charged up to him.
guard dog	a dog that protects people	Meet Barker the guard dog!
Punctuation to note in this story:		
1. Capital letters to start sentences and full stop to end sentences		
2. Capital letters for names		
3. Exclamation marks to show anger, shock and surprise		
4. Wot and see! etc.		
5. Apostrophe to show contractions: wasn't you're		

As we are reading through the books, should there be a word that a child, some children or the whole group are finding tricky to understand, we use the 'vocabulary check' page. As mentioned above, it is fundamental that the children are able to read for understanding, so they are able to explain what words mean. Doing this in Year 1 helps provide the foundations for Year 2 where a lot more time is invested in look at word meanings, alternative words that mean the same as that word etc.

Below is an example of the level of text that is required from a blue RML book which, as mentioned above, should be roughly where your child is at by the time they finish Year 1.

Barker

Barker's my dog.
He's the best!
He's big, dark-grey and a bit smelly.
(He rolls in mud a lot.)



He barks a lot, too. In fact, he does lots of bad things.
Mum, Dad, Grandad, the postman were all fed up with Barker.

Until the day that ...

No, let's start at the beginning.

With Grandad's slippers, Barker had lots of fun with them. One night, when Grandad was at a darts match, Barker got hold of one of the slippers and ripped it apart!



Grandad said "No Barker".
And Barker, just barked.

Then he started to pinch food from the kitchen. Jam tarts, cheese sandwiches and jelly. Barker wasn't fussy.

Mum left a dish of cold beef on a shelf, and Barker jumped up to get it. A carton of milk, a jar of plum jam, Barker knocked them off the shelf to get to the beef.



He looked like a cartoon dog, running away from Mum with a big chunk of beef between his teeth!

Mum said "No Barker."
And Barker, just barked.

During reading sessions, we give the children opportunities to read both fiction and non-fiction books using both this RML scheme and our corresponding scheme, Oxford Reading Tree. It is fundamental that all children are given opportunities to read both fiction and non-fiction from early in Year 1 to ensure their repertoire of books is as wide as it can be and they can distinguish book types and how they differ from one another. This helps the key skill in Year 2 where children are expected to be able to read a book and then compare an aspect of this book with another book, through comparing settings, plot, characters etc. The wider a child's repertoire of books in both genres, the easier a child will find this objective as they progress through Year 2. By beginning this work slowly in Year 1, it gives the children entering Year 2 very solid foundations that are then built upon as opposed to 'starting from scratch.'