



Moving from Foundation Stage to Year 1 and Paired Reading

Moving from Foundation Stage to Year 1

- <http://clewergreen.org.uk/curriculum/curriculum-information>

Good Level of Development

- Personal, Social and Emotional
- Communication and Language
- Physical
- Maths
- Literacy

Personal, Social and Emotional

- **Making Relationships**
 - ✓ Children can play co-operatively, take turns and are sensitive to the needs of others.
- **Self-Confidence and Self-Awareness**
 - ✓ Children are confident to try new activities and can ask for help if needed.
- **Managing Feelings and Behaviour**
 - ✓ Children can talk about feelings and behaviour and know that some behaviour is unacceptable. Children can take changes of routine in their stride.

Communication and Language

- Listening and Attention

- ✓ Children listen and respond to stories and people.

- Understanding

- ✓ Children follow instructions involving several ideas or actions.

- Speaking

- ✓ Children express themselves effectively using past, present and future accurately.

Physical

- Moving and Handling

- ✓ Children move confidently and safely and can handle a pencil effectively.

- Health and Self-Care

- ✓ Children know the importance of exercise and a healthy diet and can dress and go to the toilet independently.

Maths

- Numbers

- ✓ Children can count reliably to 20, say one more, one less, add and subtract single digits

- Shape, Space and Measure

- ✓ Children can talk about size, weight, capacity, position, distance, time and money. Children can use mathematical language to describe 2D and 3D shapes

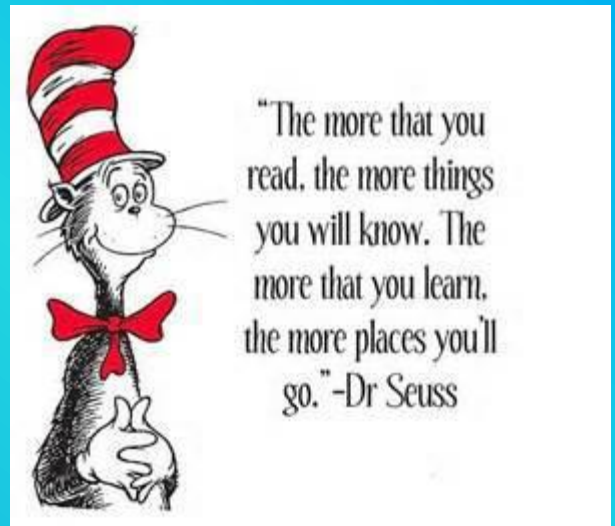
Literacy

- Reading

- ✓ Children can read and understand simple sentences, can decode regular words and read some common irregular words

- Writing

- ✓ Children can write simple sentences spelling some words correctly and others phonetically



Paired Reading

One way to help you help your child
become a fluent reader

Reading

- Decoding Regular Words
- Reading some common irregular words

Decoding Regular Words

- One letter words

- ✓ a

- Two letter words

- ✓ an, as, at, if, in, is, it, of, up

- Three letter words

- ✓ and, big, but, can, dad, for, get, got, had, help, him, his, it's, just, mum, off, not, now, see, too

- Four letter words

- ✓ back, down, from, look, that, them, then, this, went, will, with

- Two syllable words

- ✓ children

Common Irregular Words

- One letter words

 - ✓ I

- Two letter words

 - ✓ be, do, go, he, me, my, no, so, to, we

- Three letter words

 - ✓ all, are, her, one, out, she, the, was,

- Four letter words

 - ✓ come, into, have, like, said, some, they, were, what, when,

- Five and six letter words

 - ✓ little, there

Paired Reading – Getting Ready

- Find a cozy and quiet place to share a book or other reading material.
- Your child chooses the book (it can be their class reader, another book, a comic or even a cereal packet!)
- You sit down together, so you can both see the pictures and/or text.

Paired Reading – Getting Going

- Look at the cover of the book and talk about what the book might be about.
- You start to read aloud together (this can be quite tricky and it may take a while especially since your child will probably still be sounding out and then blending).
- Give your child plenty of praise.
- If your child says a word incorrectly, encourage them to say it correctly.

Paired Reading – Developing Confidence

- If your child chooses, he/she can read on his/her own: your child gives a non-verbal signal (a knock, a nudge or a squeeze).
- You stop reading aloud and your child continues on their own.
- Praise your child for wanting to have a go.

Paired Reading - Hurdles

- If your child reads a word incorrectly, give them 4-5 seconds to self-correct.
- If your child does not self correct after 4-5 seconds, say the word and encourage your child to repeat it.
- Return to reading aloud together.
- Your child can return to reading on their own at any time.
- At the end of your reading session, talk about what was read and what happened.

Paired Reading – Making a Difference

- Doing Paired Reading every day for 5 – 15 minutes will make a difference.
- If your child chooses a book other than the class book, please ensure that book is read too.
- Finally, please continue to read your child a nightly bedtime story.