

## **Endeavour Academy**

### **1:1 Reading Agreed Practices**

All children in Reception & KS1 will have at least one 1:1 reading session per week. All children working below ARE, will have a mixture of additional Reading and Phonic activities to support them. These sessions must include at least one read with the class teacher per week, and others with TA support (when possible)

Children in receipt of an extra read will require a quiet space to ensure maximum possible concentration. There are areas located around school for this but at the least, this could be at the back of a classroom.

#### **Key considerations**

##### **Books matching correct stage**

Is the book on the correct stage? Children should be reading a book to match their Phonics stage. Check the book provides suitable challenge. This extra read can be a book that they have not read before, to check for transferrable skills e.g. decoding or comprehension. Books need to be from the school's reading programme and match their Phonic level. Staff must also question children in these sessions to develop their comprehension skills.

##### **Front cover**

The front cover provides a fantastic insight into the child's mind. Can they talk about what is on the front cover? Talk about what might happen – can they predict? Does it remind them of anything? Any words you do not know in the title (may be a key word)

##### **Phonic awareness**

As a child is reading, if Phonic awareness is the issue, then you need to support them in decoding.

- Break the word down = How many sounds – Use Floppy's Fingers in alignment with what should be happening in Phonic sessions. Put it together. Alternative methods may work such as clapping sounds and putting them together
- Blend = Do children know what this word means? When you say 'blend' what do they do? Encourage them to join the word together

- Use Floppy's Phonics flashcards (from shared resources or from teacher) to practice segmenting & blending CVC/CCVC words with children – can children transfer this to their reading within a text
- If sound recognition is an issue, then flashcards can be used but speak with CM or class teacher for support using No Nonsense Phonics scheme
  - Ensure to link back to Universal Language of Phonics to support consistency.

### **Recognising sounds within text**

It is important that we listen to children closely when reading. If they segment and do not spot sounds that sit together e.g. read pain as p-a-i-n, then they will not be able to successfully blend the word. Speak to the child and cover up the other sounds and see if children spot it now. Make a note of sounds that children do not know. Encourage the children to break it apart and then successfully blend it correctly.

### **Understanding of Sentences**

Are children segmenting/blending throughout – if they are then children will quickly lose meaning or ideas of what they have already read. If that is so, then they need to re-read the sentence back to you. If you are unsure if they understood, then ask a question to clarify e.g. what just happened to? What word did they just use to describe the.....?

### **Key words**

Are children recognising and reading the key words without support. If their Phonics is strong, then they need key word practise. Please see the Key word agreed practices and talk through them. Use flashcards or kites within their reading records to help children see these. If children begin to try and sound out remind them that it is a key word and see if they know it. If they do not know, explain but then recheck throughout e.g. if it comes up again or simply refer to if necessary.

### **Context**

As previously stated, Phonics needs to be the go-to skill used to read an unfamiliar text. Context however can be helpful and should not be ignored. Talk to children about where the story is taking and what has happened before and what might happen next. Use context to help more with discussions about understanding than as a method of reading.

### **No picture cues**

*It can be tempting for children to rely on pictures to help. This is not a technique that will develop their reading. Children can gain misconceptions from pictures. Staff should not expect children to use the picture to help them read. Often this does not contain suitable enough vocabulary. Children need to decode the sounds within words, recognise the key words and then read the sentences with increasing fluency.*

### **Best fit**

*If children are developing their decoding but this is still not independent or fluent then encourage them to work through mistakes themselves and use clues to help. E.g:*

*The dog will bark late at night.*

*A child may struggle to decode the words 'bark', 'late' and 'night.' Let them read it through first and ask if that makes sense. Encourage them to sound out but if they say e.g. back for bark, then talk to them about whether that makes sense. Work through each word and talk about which words would fit, and then apply the phonics to check it is that word.*

### **Comprehension**

*Decoding and reading is not enough as we need to check their understanding. Questions need to be asked by staff to check that they are following the reading. Questions should follow the gems where possible, with key foci on any areas children are known to be struggling with. There needs to be an expectation that children will answer in full sentences, with an explanation where possible.*

### **Echo Reading**

*Echo Reading involves children echoing words/sentences that they have been focussing on as part of work around developing fluency. The teacher models the segmenting and blending of a word/sentence and the child(ren) echoes it back. The focus here is on children fluently reading words/sentences over time. This is focussed on in the second half of the Reception year and within Year 1 focussed sessions.*

### **Recording**

*When Reading with children in a 1:1 situation, it must be recorded within the class Reading file. Staff must use the agreed proformas to record this on. Staff need to tick when they read (at least one tick but more for any children who are off track) and*

*must add in their initials. Comments need to be added, with a focus on the Reading skills that are being focused upon. This only needs to be brief but must also give suggestions for next steps. Phonic sounds must be identified in EY & Year 1 Reading folders on the record sheet to check alignment between the Phonics & Reading schemes. Staff also need to identify focus for the reading and use the top to record e.g. segmenting & blending, sound recognition or inference. Comments should relate to this. Staff may also use this sheet to record any Phonic support given in class and this can be referenced with a P next to the tick. The document should be completed by Friday, and staff should follow up any students who have been absent with additional reads.*