



1:1 Reading

Decodable Reader – Initial Code

Before Reading

Practise sounds or tricky words on first page of book.

Reading Session

- Ask the child to read the title of the book.
- Tell the child that we are going to check that they know these sounds in order to read the book.
- Play symbol search – children should be able to read all of the sounds. If they make an error, correct by pointing at the sound and saying it correctly, 'This is ...'
- Look at the high frequency words (from the inner cover) and explain that these are some of the words from the text.
- Find them within the text and say 'this is and...' etc. Repeat for each word.
- Read as we usually would, asking the children to 'say the sounds and read the words'. Encourage the children to point and swipe as they read, especially for lower ability children.

Errors

If they make an error, either misreading or not recognising:

- a high frequency word (the) point and say, 'this is the...'
- a sound (p in map) point and say, 'this is p, read that word again'.

Decodable Reader – Extended Code

Reading Session

- Ask the child to read the title of the book.
- Identify the focus sound on the front cover – if there is more than one spelling emphasise this.
- Look at the high frequency words (from the inner cover) and explain that these are some of the words from the text.
- Ask the child to read them – if they make an error, correct by reading the word correctly 'this is asked...' etc. Repeat for each word.
- Discuss the vocabulary and meanings. Child reads the word and the reading teacher defines the word using the definition in the book.
- Say the sounds and read the words on the 'Reading Practice' list – be selective. If there are lots, choose a couple from each spelling.
- Read as we usually would, asking the children to 'say the sounds and read the words'. Encourage the children to point and swipe as they read, especially for lower ability children.

Errors

If they make an error, either misreading or not recognising:

- a high frequency word (are) point and say, 'this is are...'
- a sound (j in Raj) point and say, 'this is j, read that word again'.



Comments in school reading files

Record:

- Record change of book in the child's personal decodable reader tracking page
- Date/title of the book
- Focus sound for that session
- When the child moves to next unit record on the reading tracker sheet.
- VIPERS questions can be used if needed.

Things to think about

- Does the child recognise their focus sounds- All the spellings or certain ones?
- Can they blend effectively?
- Do they struggle with any high frequency words?
- Can they discuss the events in the book?
- How fluent are they and do they need more time with the book?

Home reading record comments

- Children must have at least one comment from staff in their reading record per week.
- If the child has not brought reading record into school this **MUST** be discussed with the parent that day.