

Friday 5th January 2018

Year 1 and 2 Learning Workshop Focus: Reading

Aims

- To develop understanding of the reading process
- To develop knowledge and understanding of the two dimensions/ processes of early reading: decoding and comprehension

Two dimensions of reading:

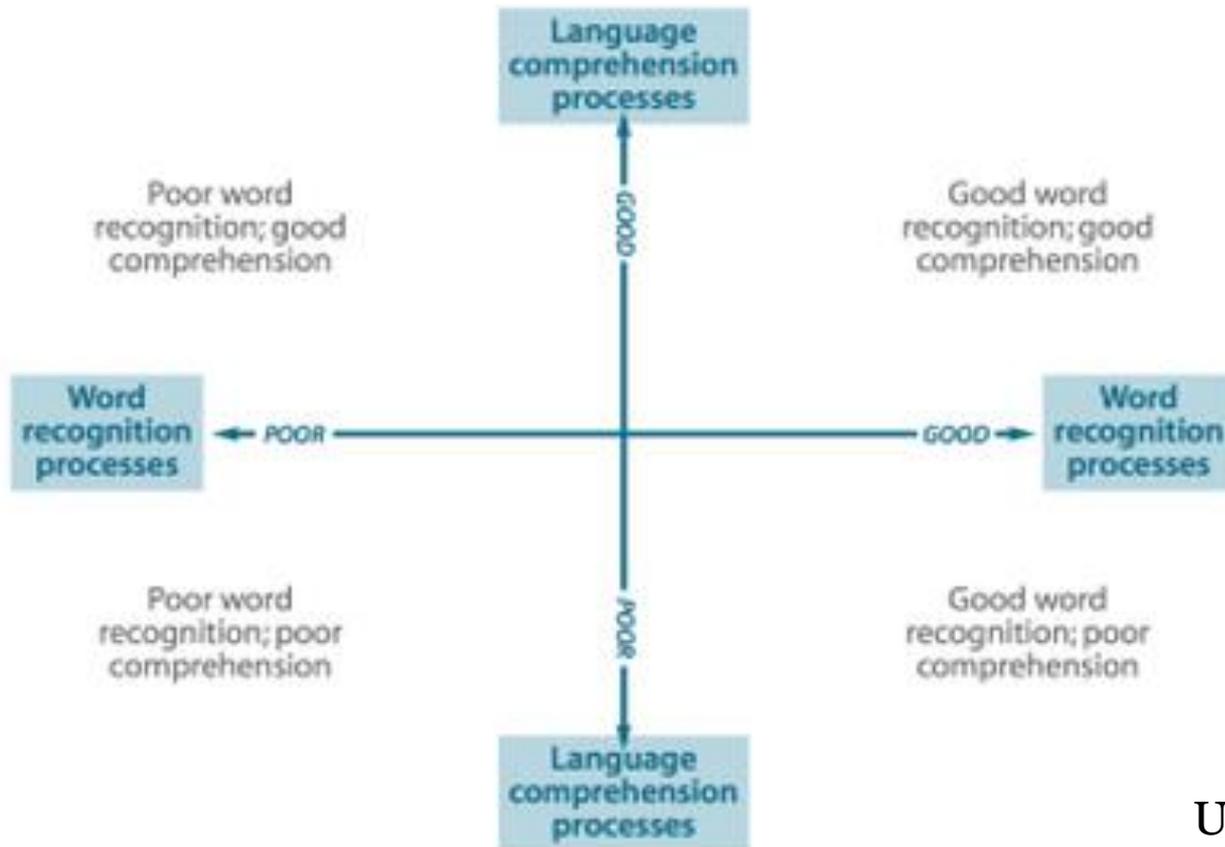
- **Word Recognition:**

- Skilled word reading involves both speedy working out and pronunciation of unfamiliar words
- Phonics
- High Frequency words

- **Language comprehension**

- Draws on linguistic knowledge (vocabulary & grammar) and knowledge of the world
 - Comprehension is developed through reading and discussing a range of stories, poems and non-fiction
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Simple view of Reading:



Underpins the
programmes of
study in the NC
2014

The two dimensions concepts is useful:

- Helps teachers to be clear about their objectives at any one time in terms of teaching reading
- Makes it clear that teachers should not necessarily expect pupils to make equal progress across the two dimensions
- Supports assessment, in that the two dimensions distinguish between the different elements of learning to read, that is, decoding and comprehension

Year 1 Guided Reading



Strategies to look for

- Does the reader repeat what he or she has read as if to confirm the reading so far?
- Does the reader notice when cues do not match?
- Does the reader pause as if he or she knows something does not match but seems to not know what to try?
- Does the reader request help (appeal) frequently?
- After several attempts does the reader rely on only one cue, or does the reader integrate cues?
- Does the reader check one cue against another?
- Does the reader read with phrasing and fluency?

Year 1

- Using pictures
- Prediction
- Emotion of characters
- Settings

Punctuation identification

- Question marks
- Full stops
- Speech marks
- Capital letters
- Exclamation marks

Use of phonics

Segmenting words then blending it together

Showing split digraphs, trigraphs, digraphs for words in the book

Re-read over sentences they found difficult.

Echoing sentences

(I say, you say)

Language experience (relating to real life)

EG. Beach

Have you ever been to the beach?

What it like?

Choral Reading

- Read together

Year 2

- Soft Strategies
- Reading to an adult as much as possible.
- Comprehension: Close the book and ask them to recount the story in order or the general points of the non-fiction book.
- Use the pictures to aid comprehension. Do a book walk before reading looking at the pictures. What do you think the book is about etc.

Year 2

- Hard Strategies
- Draw a story trail/comic strip from the story to show the order of events.
- Reading the rest of the sentence to work out the meaning on a word. Eg A blahblah is round and bouncy. Blahblah is a ball.
- Children make word lists of words they don't know. They can ask an adult or use a dictionary to work out what they are.
- If a book has no pictures, the child can draw a picture from the book. Details of the appearance of characters and setting show comprehension.