

Year 1 and 2 Reading Framework

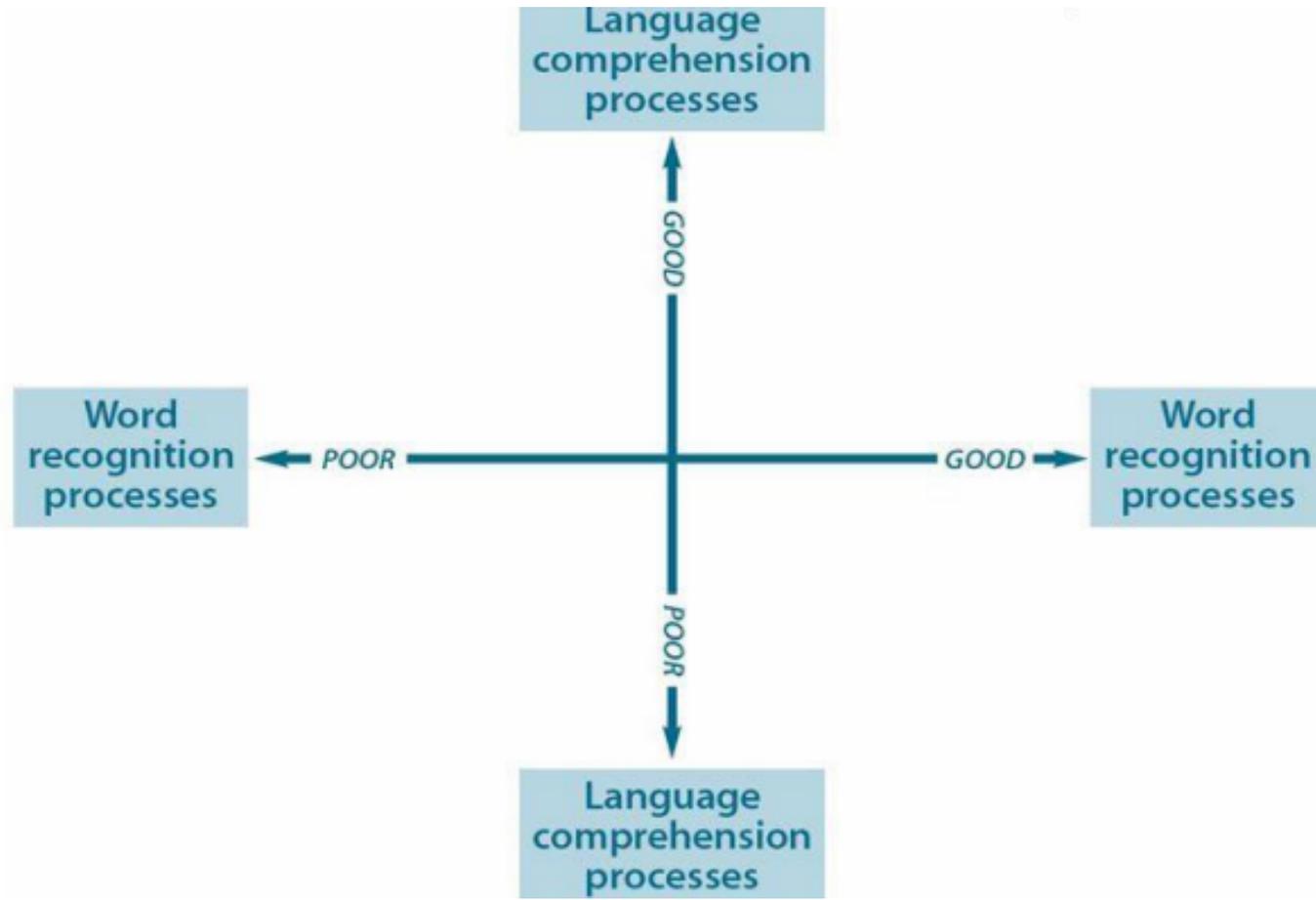
Why is there a new reading framework?

“ Over the last 2 decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life” - Reading framework - 2021

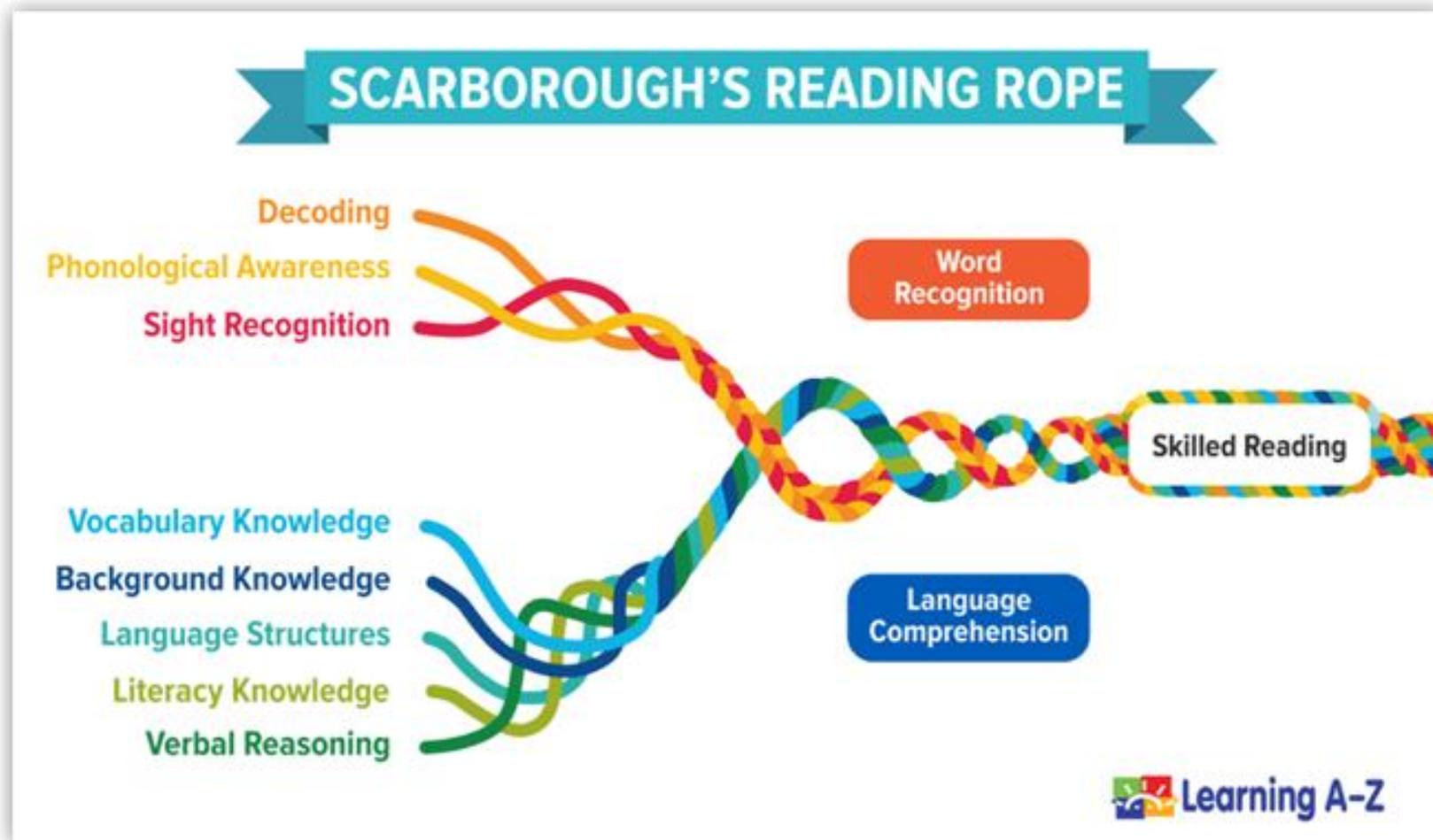
“If children are confident and proficient readers at an early age, they have better educational outcomes and life chances” - Reading framework 2021

<https://www.youtube.com/watch?v=LxU75zhNn0g>

Simple view of reading



Scarborough reading rope

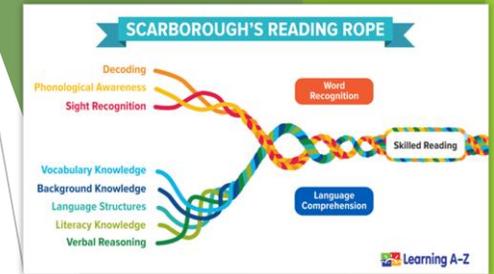


How do we implement this at St. Michael's?

- ▶ This year we have an 'intention' behind our timetable, with reading taking high priority.

Decoding

- ▶ Your child will take part in daily phonics sessions.
- ▶ <https://www.youtube.com/watch?v=QxQUapA-2w4> (a guide to the correct pronunciation of the sounds in the alphabetic code (phonemes))
- ▶ <https://www.youtube.com/watch?v=i5O4yvZSOsc> (for you to watch at home - Ruth Miskin created the RWI phonics programme and explains how it works with the sounds (phonemes), the importance of fluent reading and using phonics as the predominant strategy for reading)
- ▶ Your child will be heard by an adult every week. This will either be individual, or as a group read. This will depend on the child's ability.
- ▶ The sessions will focus on **decoding** and securing the alphabetic code and as your child progresses, they will be able to engage in fluent reading. This will then lead to incorporating the comprehension skills in these sessions.
- ▶ By the end of Year 2, most children will move to this last stage and some will be able to do this from early on in Year 2. Once your child is a fluent, **BLUE** level book reader, they will have secured the alphabetic code. This is when your child will move to the **'skilled reader'** (Scarborough rope intertwining)
- ▶ To support engagement at home, we have introduced the **'Reading challenge'**. We will tally how often your child reads at home and they get to move up the race track. When they have completed the race track - they receive a certificate and a book of their choice!



How do we implement this at St. Michael's?

Comprehension in Year 2

- ▶ Each week we will focus on a book for 20 minutes each day. This is where the **teacher** reads to the children.
- ▶ We use “Reading dogs” to support comprehension



How do we implement this at St. Michael's?

Comprehension

- ▶ We have an “end of day” story, where we look at 1 story over the week, asking appropriate questions about the story as necessary.
- ▶ We are introducing “Books and biscuits”
- ▶ High level vocabulary
- ▶ Links to curriculum
- ▶ Year 1 and 2 have carefully chosen texts (poetry, diversity etc) whereas Year R are building upon their love of books but we will be including poetry, non fiction etc.

How can you help at home?

2 book formula

‘I read this book to you’ (child focuses on decoding)

- ▶ Read, read and read!
- ▶ Reading challenge
- ▶ **Focus on decoding** - the framework guides us to make sure that a child is **fluent** before they move on in their reading -so read and re read as much as possible (your child may use the pictures as a clue to the word - this is okay, however, guide them back to skill of **decoding** as a strategy for reading. As they become more advanced readers - there will be less pictures and they will need to use their phonic knowledge to feel secure about themselves as a ‘reader’)
- ▶ Please do write in the yellow reading record -it helps us to see how your child is reading at home and we can respond as necessary.

‘You read this book to me’ (adult reading to child - comprehension)

First read - enjoy the story.

Later reads - the children can join in with key phrases, they can recall parts of the story, you can discuss the meanings of words and you will have modelled expression!

Thank you for joining us this evening.
Any questions?

