

## Direct Reading POLICY KS1

The aim of Direct Reading is to develop the problem-solving skills of emergent and early readers, so they become confident and independent at lifting new words off the page and make sense of what they have read, whilst enjoying reading.

Our approach to reading has three strands -

**Whole class teaching** and application of skills - on a text that is challenging and provides, lots of new learning opportunities

**Guided work**, which has the highest focus, - on a text just above their independence level. The aim of these sessions is to observe children closely and support them as they read so that they become more confident and independent as they progress up the book banded books

**Reading at home = Reading For Pleasure** -a range of easy text that can be shared and enjoyed: 2 to 4 books per week from our scheme - (plus a free choice of age appropriate books can be borrowed from our class library and school library.) We aim to provide a wide reading diet to increase the reading 'mileage' of all pupils.

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**The main focus of home reading is to ensure that these key skills develop fully in KS1.**

Decoding (blending) is applied independently as possible so reading sounds automatic and fluent.

Expression and intonation is used, so pupils can demonstrate they understand what is happening and adjust their voice appropriately.

After reading - pupils are encouraged to retell the story using 'book language'. This shows that they can sequence the events (beginning, middle and end), showing understanding of the plot and actions of the characters.

### **How Do Teachers Choose Book Banded Books for Your Child?**

Suitable level of challenge is assessed through - PM benchmarking activities, Standardised Reading Scores, verbal questions and answers during and after reading, and gaps in some skills are then identified and targeted in class.

### **Parents can support by;**

Getting their child ask and answer a range of questions. (to monitor understanding)

Ask: I wonder why Kipper would not share?

I wonder what happens next?

I wonder why I didn't understand this bit? Can you explain it to me?

Answer:

Retrieve- Answer 'right there questions'

eg How old is Harry Potter -?

eg Where did he go shopping for his school supplies?

**Clarifying** (improving vocabulary)

I can talk about the meaning of new words -

I wonder what 'superstitious' means?

I can find a word that means the same as surprised (startled) etc

**Inference** - I can read between the lines and find 1 or 2 clues to help me work out some new information.

Eg. Clues are;

The cake is in the shape of a dinosaur - and Ben was reading a dinosaur book

Ben said - Wow! Just perfect! When he saw the birthday cake on the table.

So, the pupil can infer eg.

I think Ben is very pleased with his birthday cake because he said, "Wow and I know he likes dinosaurs because he was reading about dinosaurs."

## **Familiar Reading**

This is a valuable part of a child's reading diet and is recommended in the 2014 National Curriculum.

We encourage children to re-read books, as we want them to gain a deeper understanding of the text. The second and subsequent read helps them retell in more detail and provides extra opportunities to spot hidden clues. It also helps children to read more fluently.

Children are encouraged to discuss their favourite books and share them with others.

Once children master KS1 skills they move on to longer texts, with more complex themes.

Please contact school if you would like any further help or information.