Reading
Year 1

Texts

Teaching Strategies:

• Explicitly model reading behaviours and monitor student understanding in this area

• Read a variety of texts to students including shared reading of poems, books and songs representing both real and imaginary events

• Provide a variety of activities related to personal reading e.g. Silent reading, shared reading, cross age tutoring

Child Reading Behaviours:

• Choose appropriately from a range of books considering
  • Reading purpose
  • Level of difficulty

• Can identify the different features and formats between genres e.g. news, advertising, cartoons, stories, magazines

• Can identify the differences between fiction and non-fiction books

• Read familiar texts confidently

• Understand that print carries a message and respond in different ways e.g. retell, illustrate, label, construct a different ending

• Identify the main topic of a text

• Identify the main characters

• Identify feelings of characters using words and illustrations
• Talk about the meaning of the text
• Discuss with students their opinion of the text relating it to their own experiences
• Retell/ recall events and characters
• Sequence a story using beginning, middle and end

**Knowledge, skills and strategies**

**Teaching Strategies:**

• Explicitly model reading behaviours and monitor student understanding in this area

**Child Reading Behaviours:**

• Proof reading:
  • Has a knowledge of sentence structure and punctuation
    Capital letters, full stops, question marks
  • Shows an understanding of correct grammar eg. was / were
  • ‘An’ before a vowel, ‘a’ before a consonant

• Presenting:
  • Present own research findings
    e.g. short notes, illustrations, photos

• Model:
  • Strategies for sounding out words
  • Blending techniques (Put the blends together)
  • 1-1 match when finger pointing to letters
  • Locate known words
  • Reread sentences, if necessary, to gain meaning
  • Self-correct when reading

• Read silently for 5 minutes

**Recognise:**

• Names of letters of the alphabet – Upper case and lower case
• Sounds of the letters of the alphabet – Upper case and lower case
• Distinguish between vowels and consonants
• Use the initial letter as a cue to decoding long words
• Rhyming words
• Can identify common letter patterns:
  • Initial Blends: bl br cl cr dr fl fr gl gr pl pr sc st sp sl sk sm sn sw tr tw wr
  • Three letter blends: scr spl spr str squ shr thr
  • Final Blends: ft nd ng nk nt lt ld lk lp mp py sk st sp ry ty

• Reading words from the Salisbury Word list
  • The first twenty five to one hundred words See Appendix

• Has a knowledge of a core of 50 sight words and a few subject specific words
  e.g. Maths and Spelling See Appendix

• To test a student’s skills use the Unreal Words Decoding test in the Appendix
  • Decode words with initial and final blends
  • Decode words with digraphs listed

**Introduction to:**

• Explicitly model reading behaviours and monitor student understanding in this area

• Discuss visual images created from your reading

• Recognise language in texts
  e.g. commands, information and descriptions

• Identification of grammatical features in written texts
  • Full stop, speech marks, question marks, exclamation mark

• Reading expression and fluency:
  • Monitor student’s ability to read fluently
  • Self corrects when meaning is disrupted
  • Reading expression demonstrated by use of punctuation
  • Introduce notion of reading ahead to look for punctuation marks
    eg. Full stop (stop and rest), comma (pause),
    Capital letter (raise voice), speech marks (change of voice),
    Exclamation mark (change of voice),
    Question mark (change of voice)

• With teacher support discuss strategies for selecting, reading, viewing and critically interpreting written and visual texts

• Identify key words
  • In a sentence
  • In a short paragraph
**Introduction to (continued):**

- Identify key ideas and events

- Discuss how different groups of people are represented in texts in relation to gender, race, class, culture and disability

- Direct and extend thinking about literature, media and everyday tasks in relation to story characters, setting and predictable structure

- Interpret meaning of a text
- Use visual clues to predict unknown words
- Use cover information to predict
- Use illustrations and text to predict
- Scan text
- Self-correct when meaning is disrupted
- Identify key words
- Record and organise information
- Draw, illustrate or label events
- Use a variety of sources

- Analyse written and visual texts
  - Identify features of fiction texts
  - Identify features of factual texts
    e.g. Look at covers, titles, headings, illustrations, chapters, list of contents, index, homepage

- Interpret grammar as a resource for making meaning
  e.g. Identify doing, thinking, feeling and saying verbs in a narrative
  e.g. Identify messages of a text by circling the words to do with action or feeling

- Compare various ways of communicating
  e.g. Look at illustrations of a character compared with text
  e.g. Look at illustrations of an animal/plant compared with text

- Research skills:
  Use big books, visual texts, pictures, videos, internet, junior encyclopaedias to find information

- Provide opportunities for use of information and communication technologies