

# Early Reading Key Stage 1

St Peter's Primary Catholic School



We aim to provide high-quality phonics sessions (Sounds-Write) to ensure that all children have the best opportunities provided to them in order for them to become competent and confident readers and writers.

Sounds-Write does not teach each letter sound with a rhyme, action or have a corresponding picture. It is purposely designed this way to lower cognitive load.



Children will learn that letters are symbols that we use to represent sounds when we write.

1. Blending – the ability to push sounds together to build words.
2. Segmenting – the ability to pull apart the individual sounds in words.
3. Phoneme manipulation – the ability to change or move the individual sounds in words.



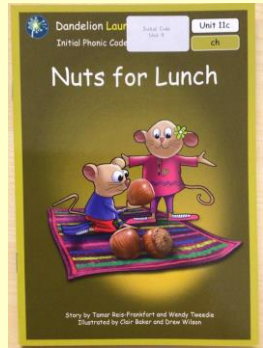
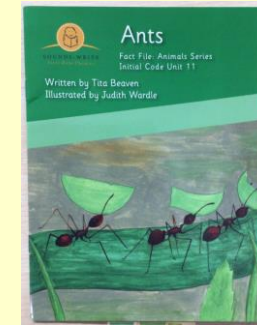
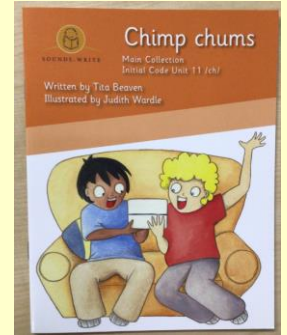
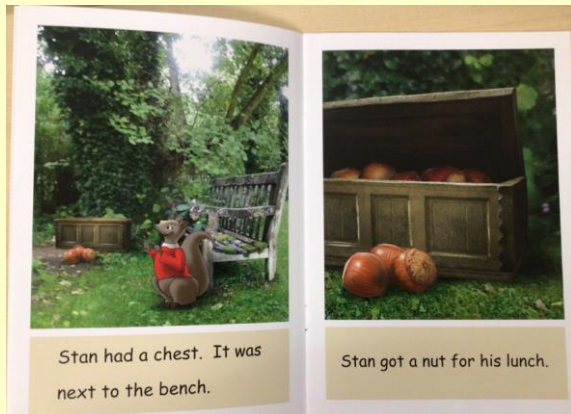
- New research has shown that children are more likely to become confident and fluent readers if they learn to crack the code of reading (phonics) early on.
- As a result, OFSTED have amended their framework to ensure that schools are demonstrating consistency to a reading scheme and phonics approach.
- Repetition is key! Our school 'practice books' are organised into the 'initial code' and the 'extended code'. The PTA have kindly funded high quality reading books that follow the Sounds-Write teaching order.



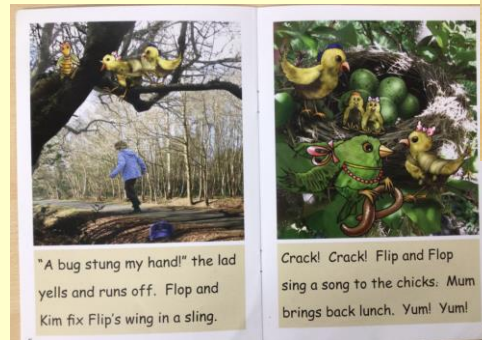
# Reading Fluency

|         | Year R                                                                                                                                                                                            |                                                                                                                                                    | Year 1                                                                                                                                                                 |                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                               |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Beginning to                                                                                                                                                                                      | End of year                                                                                                                                        | Beginning to                                                                                                                                                           | End of year                                                                                                                                                                                                               | Beginning to                                                                                                                                                                                                                                                                                                                      | End of year                                                                                                                                                                                                                                                                                                                   |
| Fluency | <p>As they are taught, reads individual letters by saying sounds for them.</p> <p>Begins to blend sounds into short words to read.</p> <p>Begins to read a few taught common exception words.</p> | <p>Read words and simple sentences consistent with their phonic knowledge by sound blending.</p> <p>Read some common exception words by sight.</p> | <p>Confidently read familiar words by sight.</p> <p>Phonetically say the sounds and blend to read unfamiliar words.</p> <p>Read some Year 1 common exception words</p> | <p>Confidently read longer pieces of text which includes all taught phonic sounds.</p> <p>Read words with more than one syllables which include phonic sounds.</p> <p>Read most common expectations words for Year 1.</p> | <p>Read by sight words that include sounds already taught.</p> <p>Break longer unknown words into syllables to then read the word.</p> <p>Read some words with two or more syllables and recognise some common suffixes.</p> <p>Read most Year 1 common exception words and start to read some Year 2 common exception words.</p> | <p>Read most words accurately by sight in longer age appropriate texts.</p> <p>Read about 90 words per minute of an appropriate text.</p> <p>Read many common suffix endings and many words with more than one syllable.</p> <p>Read all Year 1 common exception words. Read most Year 2 common exception words by sight.</p> |

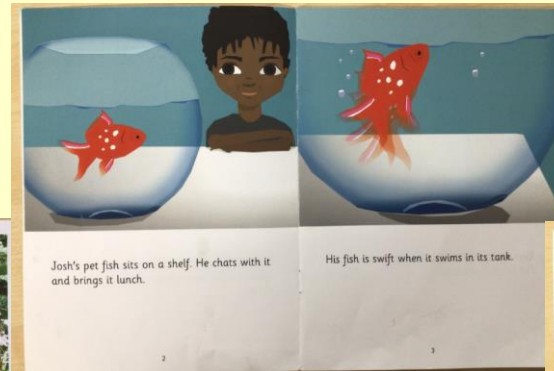
# Initial code books



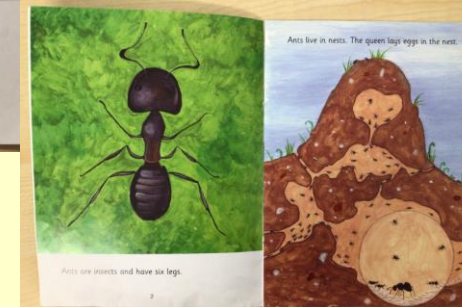
Short text.  
Practises key sounds.



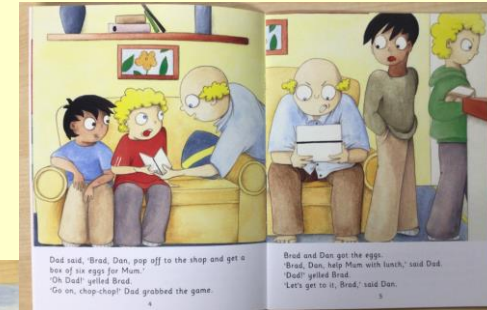
Starts to build on fluency.  
Slightly longer text.



Continues to build on fluency and stamina.  
More pages of text and smaller font.



Information text  
Continues to build on fluency and stamina.  
More pages of text and smaller font.

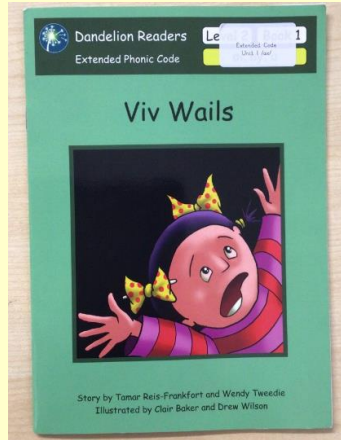
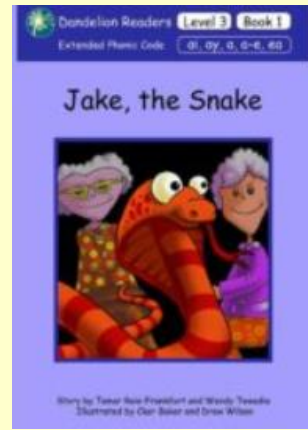
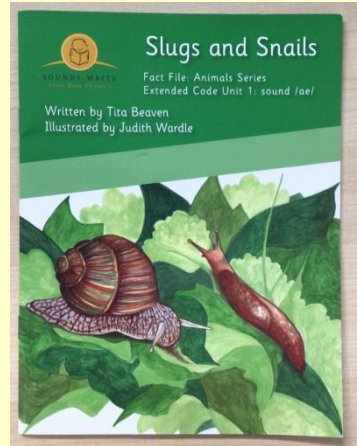
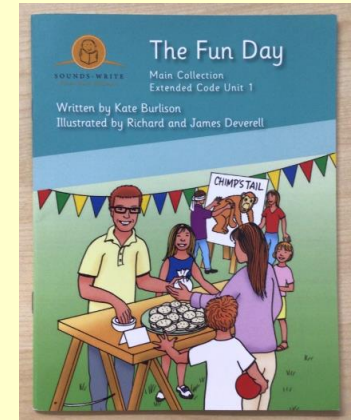
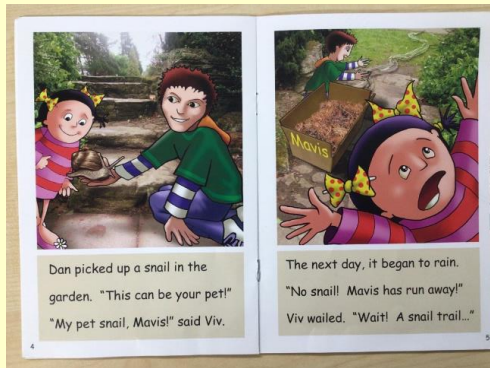


Really builds fluency and stamina as much more text per page.  
More pages of text and smaller font.  
More opportunity to read expressively.

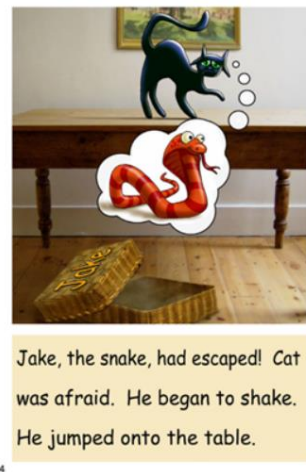


# Extended code books: Year 1

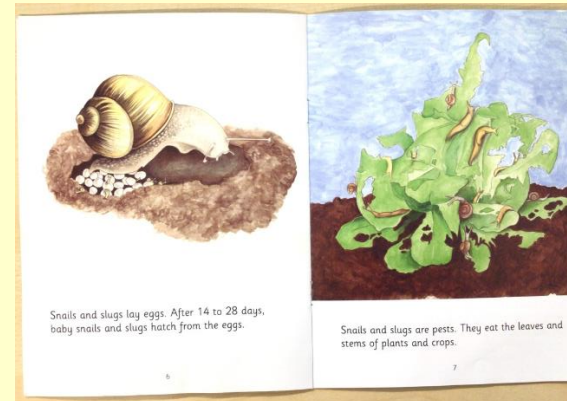
## Autumn



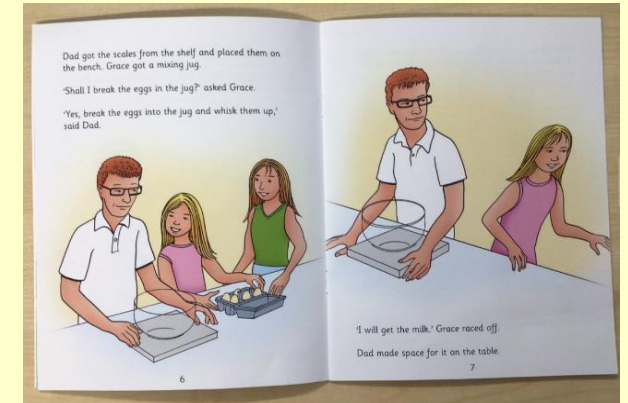
Shorter text.  
Practises key sounds.  
Starts to build fluency.



Slightly longer text.  
Practises more spelling of the same sound.  
Builds fluency.

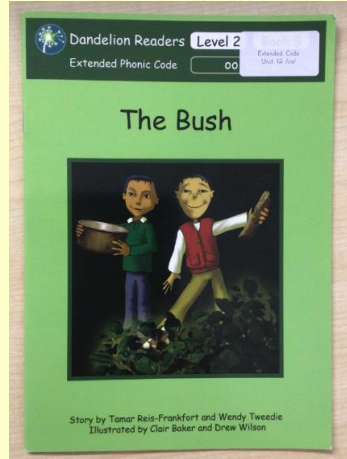
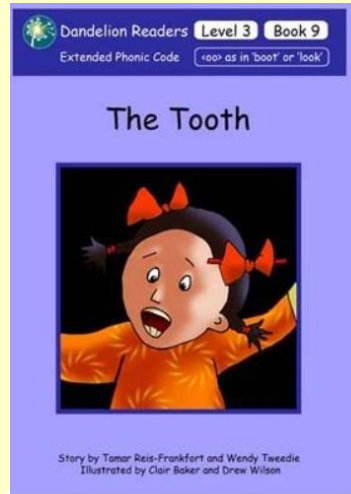
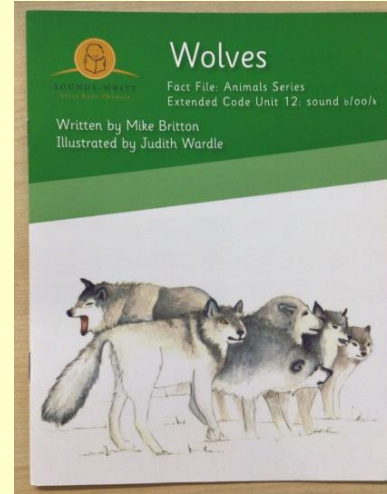
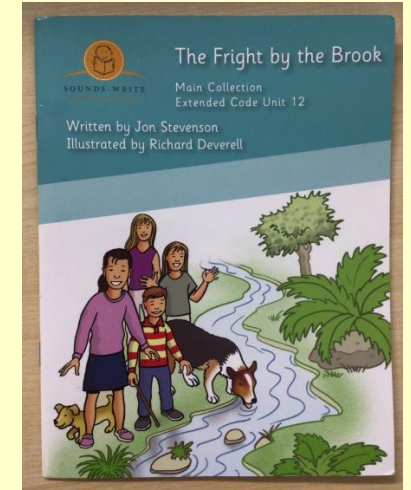
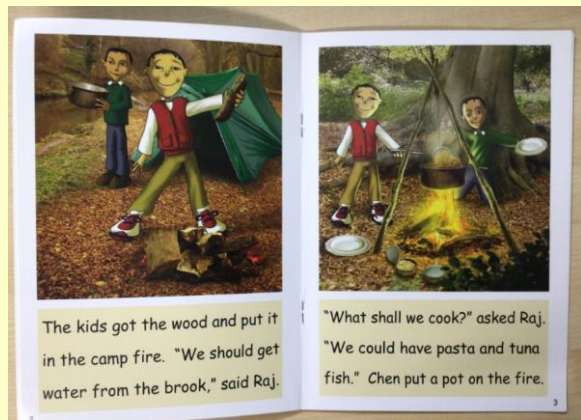


Information text  
Continues to build on fluency.  
More technical fact language.

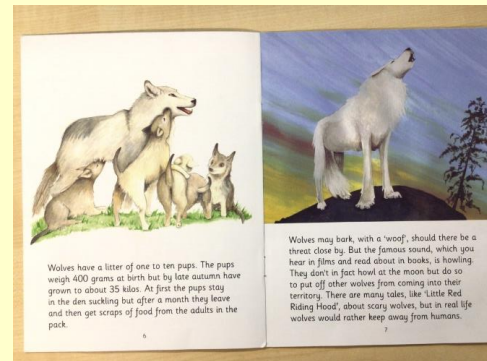
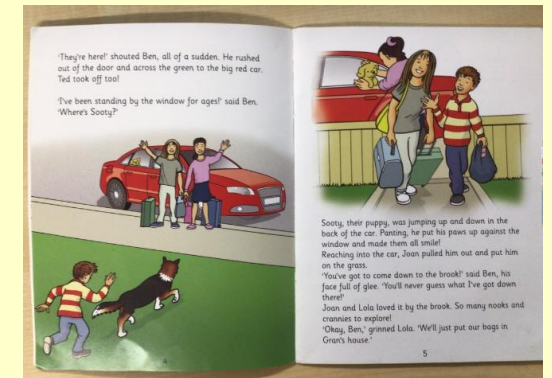


Continues to build on reading fluency and stamina.  
Still practising key sounds.  
More pages of text and smaller font.  
More opportunity to read a text and practise reading expressively.

# Extended code books: Year 1 Spring



Then Viv bit on an apple.  
SNAP! "My tooth!" Viv yelled.  
Dan had a good look.



Continues to build on reading fluency and stamina.

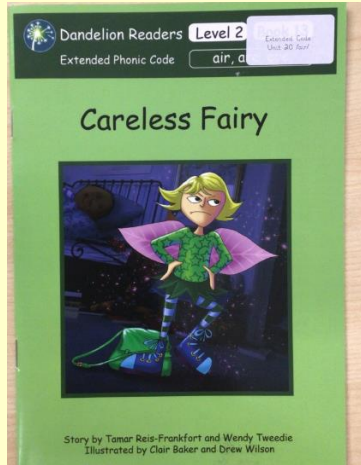
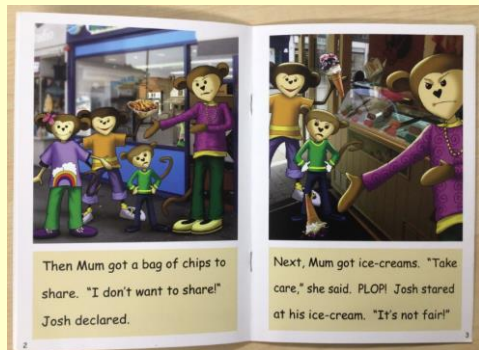
Still practises key sounds.  
More pages of text and smaller font.  
More opportunity to read a text and practise reading expressively.

Shorter text.  
Practises key sounds.  
Continues to build fluency.

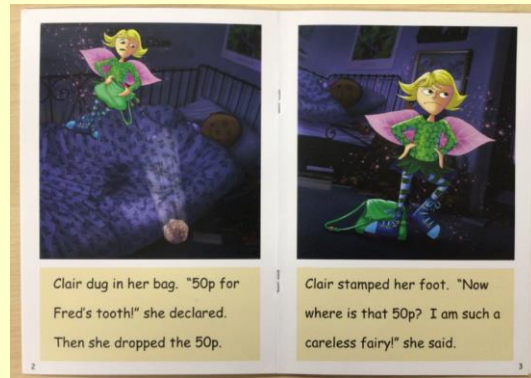
Slightly longer text.  
Practises more spelling of the same sound.  
Builds fluency.

Information text.  
Continues to build on fluency.  
More technical fact language.

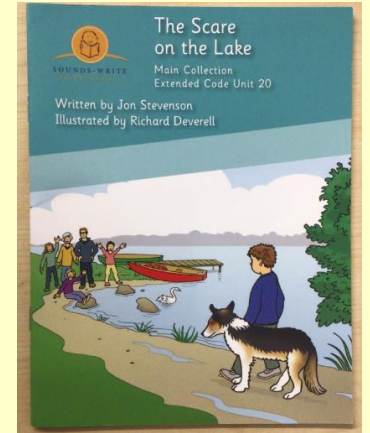
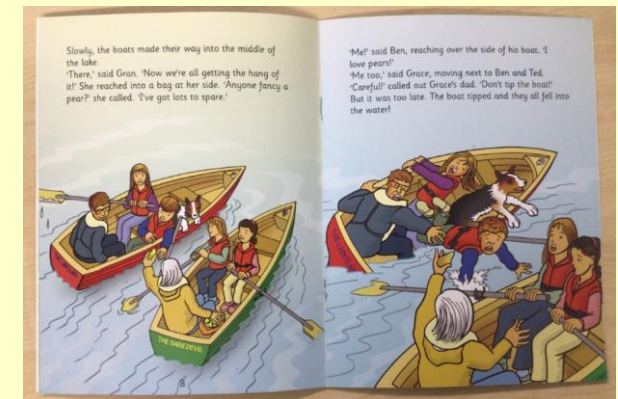
# Extended code books: Year 1 Summer



Shorter text.  
Practises key sounds.  
Continues to build fluency.



Slightly longer text.  
Practises more spelling  
of the same sound.  
Builds fluency.



Continues to build on reading  
fluency and stamina.  
Still practises key sounds.  
More pages of text and smaller font.  
More opportunity to read a text and  
practise reading expressively.

In school we use these words when children are reading.

Say the sounds and read the word.

I will model this and the gestures we use.

For longer words with more than one syllable.

Read the word syllable by syllable.

e.g. fan tas tic



# Reading requires two skills

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Children need to be able to confidently read (decode) and demonstrate they understand.



# Reading Comprehension

|               | Year R                                  | Year 1                                                                                                                                                                                   | Year 2                                                                                                                                                                                     | Year R                                                                        | Year 1                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                          |
|---------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Beginning to                            | End of year                                                                                                                                                                              | Beginning to                                                                                                                                                                               | Beginning to                                                                  | End of year                                                                                                                                                                                                                                                | Beginning to                                                                                                                                                                                                                                                    |
| Comprehension | Engages in conversations about stories. | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.</p> <p>Anticipate -where - appropriate- key events in stories.</p> | <p>In a familiar text discuss characters', their feelings and events that happen to them.</p> <p>With support, start to find information in a text about an event, character or topic.</p> | From a suitable text, independently retrieve information to answer questions. | <p>In familiar book, answer questions in discussion with the teacher and make simple inferences.</p> <p>Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction.</p> | <p>Check it makes sense to them, correcting any inaccurate reading.</p> <p>Answer a variety of retrieval questions independently.</p> <p>Make some inferences based on what they have read.</p> <p>Explain what has happened so far in what they have read.</p> |

# Reading understanding and comprehension

## Laying eggs

Female chickens are called hens. All hens lay eggs but only some eggs hatch into chicks.



Some farmers keep hens for their eggs.



Each day, fresh eggs are taken and sold.



For an egg to hatch into a chick, a male chicken has to mate with a hen.

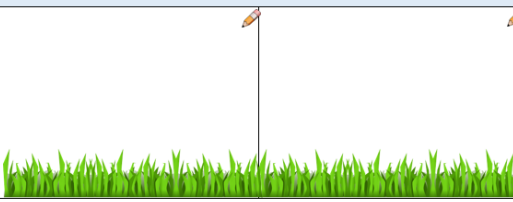
Male chickens are called cockerels or roosters.

|                                                                                                                                                                             |                                                                                                                                                                |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| L1: to be able to retrieve information in the text.<br>I can use my phonics to read new words.<br>I can follow the text.<br>I can retrieve information to answer questions. | <br>Independent<br>Paired work<br>Group work<br>Supported<br>Verbal Feedback |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

**Non-Fiction - Farm Animals by Katie Daynes - Week 1**

- What do all hens do?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Why do some farmers keep hens?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Where are the fresh eggs taken?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Draw a picture of a female and a male chicken and label what they are called.



Extension choice 1 - Use the new vocabulary in sentences of your own.  
 Extension choice 2 - Draw and label a picture of a chick hatching out of an egg.

## Start of Year 1

- Echo reading of the text together.
- Highlight star words (key vocabulary) together.
- Answering questions as a class.



**Tom and the Island of Dinosaurs Week 1**

At the edge of the sea was a lighthouse. A little boy called Tom lived there with his grandfather. They took care of the lighthouse and on stormy, moonless nights they would light the lamps to show ships where the rocks were. Tom enjoyed listening to stories of faraway lands and dinosaurs. One day Tom was walking along the beach when he saw something in the sand. It was an old glass bottle with a message inside. It read, 'Help! I am shipwrecked on a distant island. There is a smoking volcano and lots of dinosaurs. Please help. From Katy'.

Tom ran back to the lighthouse and raced to the special emergency box.

|                                                                                            |                                                                                                                                                                 |                                                                                     |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| L1: to retrieve information from the text.<br>lighthouse, moonless, shipwrecked, emergency | <br>Independent<br>Paired work<br>Group work<br>Supported<br>Verbal Feedback |  |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

**Narrative - Tom and the Island of Dinosaurs - Week 1**

- Where did Tom live? Draw and label a picture to show where he lived.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What did Tom and his grandfather do on stormy and moonless nights?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What did Tom find on the beach? Draw and write sentences to show what you think will happen next in the story.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

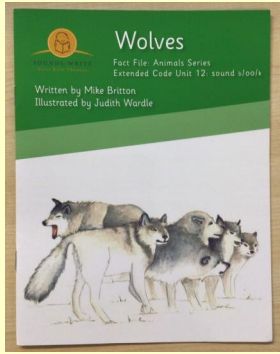
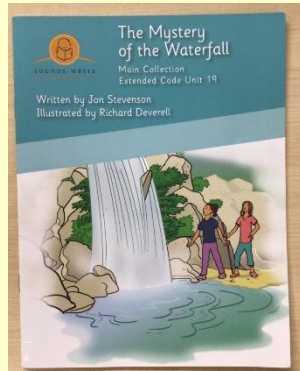
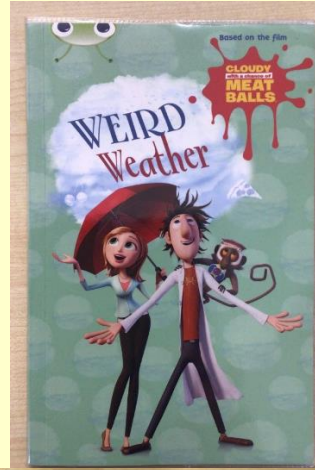
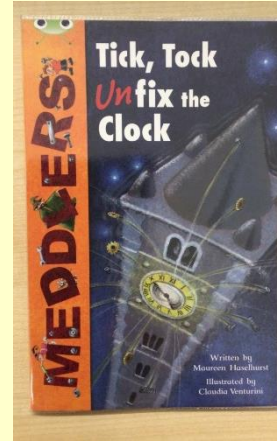
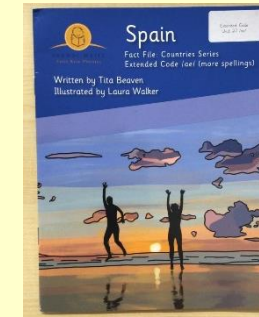
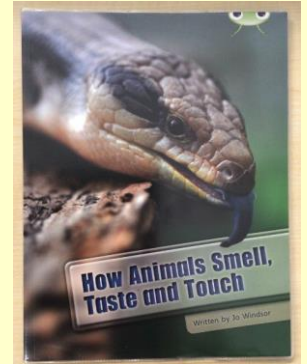
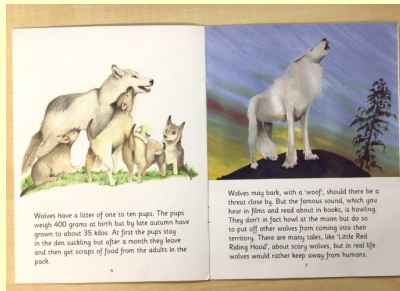
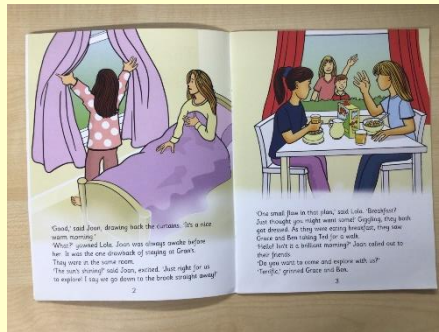
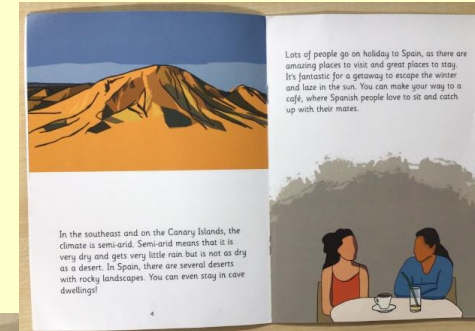
Extension choice 1 - Use the new vocabulary in sentences of your own.  
 Extension choice 2 - Draw and write about what you like to do on the beach.

## End of Year 1

- Echo reading of the text together.
- Most children find and highlight star words (key vocabulary) independently.
- Answering questions as independently as possible- some support where needed.

# Extended code books and other books

## Year 2



Children are assessed and will start on a decodable book that is suitable for their level. In the Autumn this often will mean revisiting some of the Extended Code from Year 1.

Once children are fluent in reading the Extended Code books available, we have a range of non-fiction and fiction books that children can read to continue build stamina and fluency.

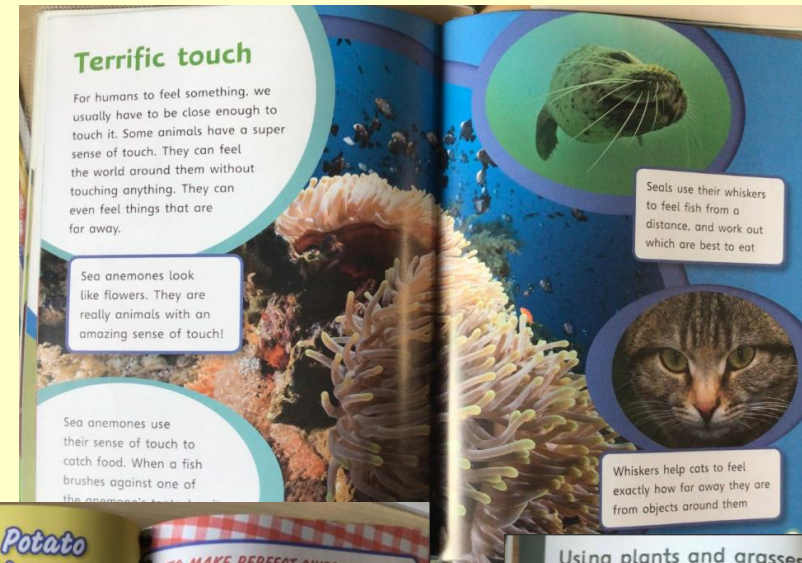
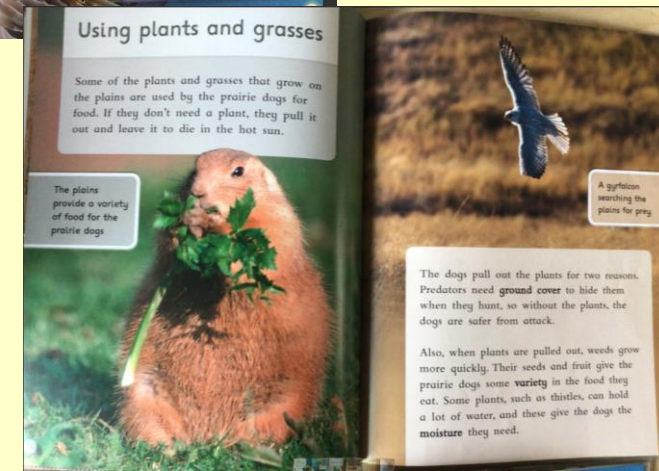
# Year 2 Reading Fluency

Children need to be reading at approximately 90 words per minute as this is a good indicator of when children start to read with sufficient fluency to focus on their understanding of the text.

Some children who read slower will begin to understand but not in such detail.

In Year 2, children will move onto longer early chapter books once these have been read. It is still important for children to read a range of books though. Picture books, poetry and non-fiction are essential for this age.

Examples can be seen below:



# Year 2 Reading Assessments

- Retrieval questions - retrieving simple information from the text
- Sequence the events from the text
- Making inferences from the text
- Predict what will happen after reading the text

# English - Reading example pages

## Reading booklet with questions and answer spaces combined.

(Texts totalling 400  
- 700 words)

### How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

1. It likes to live under leaves in bushes and hedges.
2. It makes funny grunts and snuffle sounds, just like a pig or hog.



- 1 What did people call hedgehogs a long time ago?

\_\_\_\_\_

1 mark

- 2 What sort of places does a hedgehog live in?

Tick (✓) **one**.

- |                     |                          |                  |                          |
|---------------------|--------------------------|------------------|--------------------------|
| in ponds and rivers | <input type="checkbox"/> | in hidden places | <input type="checkbox"/> |
| in open spaces      | <input type="checkbox"/> | high up in trees | <input type="checkbox"/> |

1 mark

- 3 Grunts and snuffles are...

Tick (✓) **one**.

- |                |                          |                   |                          |
|----------------|--------------------------|-------------------|--------------------------|
| animal food.   | <input type="checkbox"/> | types of plants.  | <input type="checkbox"/> |
| animal noises. | <input type="checkbox"/> | types of animals. | <input type="checkbox"/> |

1 mark

# English – Reading example pages

*This is an old Native American story about a man called Heron Feather and the time he met a fox.*

*Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.*

## The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Reading booklet with a separate  
booklet which has the questions  
and answer spaces.

(Texts totalling 800-1100 words)

Questions 7-15 are about *The Fox and the Boastful Brave*  
(pages 6-8)

(page 6)

7

*Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.*

**Find and copy one** word that shows that Fox moved quickly.

\_\_\_\_\_

1 mark

(page 6)

8

What did Fox think was coming over the hill?

Tick **one**.

a horse

☐

a man

☐

a bird

☐

a fish

☐

1 mark

# Year 2

## Reading fluency videos

- <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard>
- <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard>

Greater depth readers Year 2:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

There are strong connections between reading practice and achievement.



If a child cannot read they will find it very difficult to access the curriculum as they progress through their schooling.



How can I support my child at home?

# How can I support my child at home?

- Read, read, read!
- Read to your child as often as you can
- Read in a comfortable and quiet place
- Have a bedtime routine that involves a story
- Model the habits of a good reader
- Before reading, talk about what the book is about
- Talk about reading and why you like reading
- Share a book together -Hear them read as often as you can
- Read and recognise tricky words within the story
- Create a good reading environment
- Visit the library and borrow books you enjoy reading together.



Remember, both reading and hearing texts read aloud are important.



It is really important to say letter sounds precisely to be able to segment and blend. This short clip shows a child doing this. Please try to model the precise sounds to your child.

<https://www.youtube.com/watch?v=a8ZMfYjdN-s>

Initial Code sounds



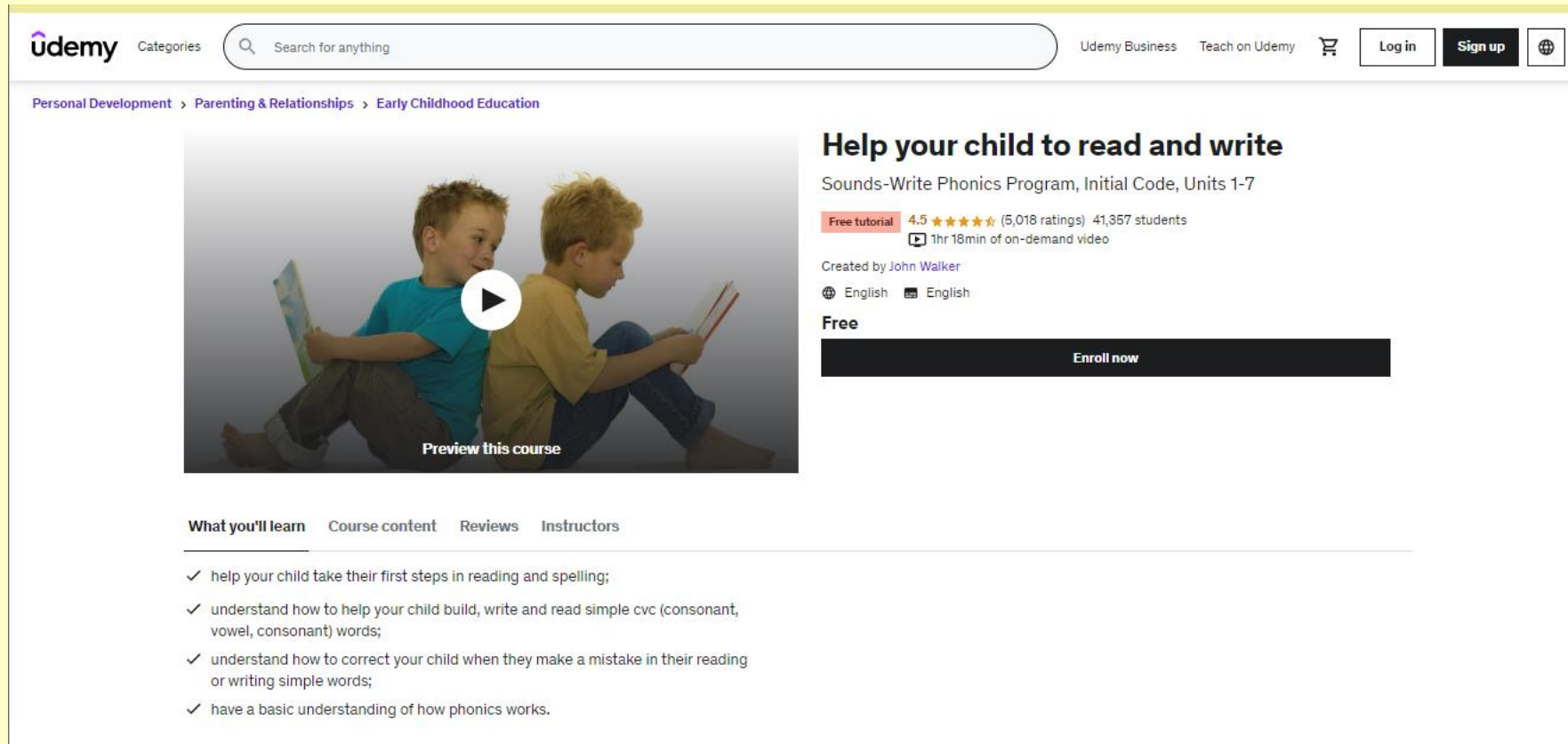
# App

This app is only for the Initial Code and only available on iPads.



If you would like more information about Sounds-Write a free online course for parents is available. There is also a second part.

<https://www.udemy.com/course/help-your-child-to-read-and-write/>



The screenshot shows the Udemy website interface. At the top, there's a navigation bar with the Udemy logo, a search bar, and links for 'Udemy Business', 'Teach on Udemy', 'Log in', and 'Sign up'. Below the navigation bar, the breadcrumb trail reads 'Personal Development > Parenting & Relationships > Early Childhood Education'. The main content area features a large video player on the left with a play button and the text 'Preview this course' at the bottom. To the right of the video player, the course title 'Help your child to read and write' is displayed in bold. Below the title, it says 'Sounds-Write Phonics Program, Initial Code, Units 1-7'. A red badge indicates 'Free tutorial'. The course has a 4.5-star rating from 5,018 ratings and 41,357 students. It is created by John Walker and is in English. A large black button with the text 'Enroll now' is prominently displayed. Below the video player, there are tabs for 'What you'll learn', 'Course content', 'Reviews', and 'Instructors'. Under the 'What you'll learn' tab, there are four bullet points: 'help your child take their first steps in reading and spelling;', 'understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words;', 'understand how to correct your child when they make a mistake in their reading or writing simple words;', and 'have a basic understanding of how phonics works.'

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## Help your child to read and write

Sounds-Write Phonics Program, Initial Code, Units 1-7

Free tutorial 4.5 ★★★★★ (5,018 ratings) 41,357 students  
1hr 18min of on-demand video

Created by John Walker

English English

**Free**

**Enroll now**

**What you'll learn** Course content Reviews Instructors

- ✓ help your child take their first steps in reading and spelling;
- ✓ understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words;
- ✓ understand how to correct your child when they make a mistake in their reading or writing simple words;
- ✓ have a basic understanding of how phonics works.

