

Progression of Reading Behaviours: KS 1

The Guided Reading sessions consist of 4 parts outlined below. Reading behaviours should be modelled and taught during all parts of the session. Teachers should choose the reading behaviour from the arrow that they want to model/teach in a particular session. The reading behaviours are progressive under each heading. The three parts are:

1. Book Introduction

- *Discuss cover, blurb and author*
- *Prediction*
- *Brief walk through*
- *New/unfamiliar vocab introduced.*

2. Strategy Check

- *What to do with difficult words – blending sounds*
- *Working out the meaning of words*
- *Checking for sense*

3. Independent Read

- *All children read individually*
- *Teacher 'tunes in' to individuals*
- *Guided support: Supporting strategies to encourage independence.*

4. Return to text

- *Discussion about what has been read – comprehension focus*
- *May return to particular words in the text/ re-read for fluency.*
- *Ask your key questions (retrieval, prediction, inference)*

Sounding out New Words:

1. Blend known sounds
2. Use their knowledge of blending and letter sounds relationships to read more complex words.
3. Break words down into syllables.

Meaning of Unfamiliar words:

1. Re-reads a word to check for meaning.
2. Re-reads a whole sentence and returns to a word to aid understanding of meaning.
3. Use known words to help decode unfamiliar and unknown words.

Punctuation

1. Demonstrates an awareness of punctuation by pausing at full stops and commas.
2. Takes note of exclamation marks, question marks and speech marks when reading.
3. Adjusts their volume, tone and pace accordingly e.g. to create suspense. They recognise that different types of texts require different reading.

Beyond Decoding:

1. Uses the external text features (e.g. the blurb, front cover) to make predictions about the plot.
2. Re-reads segments of texts to aid accuracy and understanding.
3. Ask questions to further understanding.

Making Connections:

1. Makes connections with themselves.
2. Makes connections with the wider world.
3. Makes connections with other texts that they have read.