




Profile of a Reader by the end of Key Stage 1

Skills 	How? 	School	How? 	Home
<p>Children will be confident to:</p> <ul style="list-style-type: none"> • <i>ENJOY reading and will choose to read for pleasure from a range of fiction and non-fiction</i> • read a range of age-appropriate books fluently, including reading words of two or more syllables and words containing common suffixes • read most common exception words from Year 1 and 2 words list • sound out most unfamiliar words accurately • read sufficiently fluently to allow them to focus on their understanding rather than decoding individual words • in age-appropriate books children can: <ul style="list-style-type: none"> - check it makes sense to them - correct any inaccurate reading - answer questions and make some inferences - explain what has happened so far in what they have read - make a plausible prediction about what might happen based on what has been read so far • make connections between the book they are reading and other books they have read 	<p>Moorlands Primary School will:</p> <ul style="list-style-type: none"> • offer a range of fiction and non-fiction texts for the children to choose from • offer a range of opportunities to be read to, read with, and to read independently across the curriculum • teach phonics on a daily basis with an emphasis on applying these sounds when reading • teach the reading of tricky words by sight and provide opportunities for over-learning • teach the reading of tricky words in context i.e. story book/ reading book • teach reading on a daily basis • provide each child a reading book matched to their phonic phase and reading ability • provide each child with a home reading book linked to their phonics and reading ability and change these weekly • model reading for pleasure by having class story time • provide opportunities for the children to visit the school library • provide opportunities to allow children to show their understanding of books through role play (puppets/ discussion/ re-enactment) • use assessments to inform next steps in learning • carry out half termly assessments on phonic knowledge, blending, common exception words and fluency 	<p>Parents/ carers will:</p> <ul style="list-style-type: none"> • read with your child every day and record this in their reading diaries – this can take the form of children reading to you, you reading to them and shared reading. • support your child in reading books and e-books sent home • support your child with regularly practising Phonics learning sent home • support your child with regularly practising his/her word sets and inform your child’s class teacher when you feel they are ready to move on • motivate your child to gain his/her ‘Reading Rocket Rewards’ and celebrate his/her achievements throughout this booklet 		