

Herrick Reading Session

Read Aloud

Teacher to model the Read Aloud approach by selecting the appropriate text size and using a range of strategies suitable for the text.

Possible Strategies

- Read a sentence, look away and repeat in own words what has been read.
- Questions and predictions after each sentence
- Draw as you read and make connections

After Read Aloud, guided oral reading instruction – text modelled by teacher and then followed by **repeated reading** – pupils re-read text a number of times in pairs/ groups or with teacher (this is to be done aloud). Children to summarise text with support from the teacher.

Year 1

Learning:	Pupils should be taught to:
Teachers to teach the following sequence in any order. Learning can be repeated at different stages in the session. With the exception of prediction, each objective must be taught during a reading unit.	<input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
Background Information Fluency Summarising Sequencing Predicting Vocabulary Discussion Inference	