



## Vocabulary Development

In order to understand what they are reading, children need to clarify words they don't understand.

Clarifying words should be taught in reciprocal and guided reading. It should become automatic for children to seek clarification of words they don't understand whether they are reading themselves or being read to.

Children need to constantly be introduced to new vocabulary. The Isabell Beck steps can be used to teach a "deeper" understanding of the word.

## Comprehension

Opportunities for children to explain their understanding of a text should be planned for as part of guided reading, reciprocal reading, story time etc.

Questions to cover a variety of skills should be planned for. Even the youngest children are able to infer.

From Y1 and above children should be taught key skills for answering written comprehension questions.

Wath Victoria  
Primary



# Early Reading Mastery



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# Introduction

*In order to attain effortless reading and be able to read for pleasure and for learning, children need to master the following 5 strands.*

1. Phonics: decoding of words
2. Automatic reading of high frequency and common exception words
3. Fluency
4. Language/vocabulary development  
Comprehension

1. Use phonic phase appropriate phrases and sentences or sentences with HF/common exception words to model fluent reading.  
A cat.....in a hat.
2. Teach as a class lesson with teacher modelling and children repeating. Practise in a group guided read as an introduction to re-reading a book for fluency. Practise independently.
3. Echo reading: teacher to read a sentence from a reciprocal reading book. Children to repeat.
4. Repeated reading: In pairs, give children a passage of about 100 words. One child from each pair reads the passage aloud. Teacher times one minute. Child to put a mark where he/she got up to. Partner to give constructive feedback. Repeat. Have they read more words and more accurately? Have 3 turns then swap over.
5. Paired reading: above activity without teacher support.
6. Punctuation: Children should be taught how to use punctuation to read fluently. Teacher model-children repeat.
7. Practise with "alphabet" sentences. E.g. Abc. Defg?  
Hij,klm.

## Fluency

Reading fluency is the ability to read a text accurately, quickly and with appropriate expression.

Fluent readers:

1. Recognise words automatically
2. Read aloud effortlessly and with expression
3. Do not have to concentrate on expression
4. Can focus on comprehension

This is a challenge with very early readers as all the effort goes into applying newly learned phonics skills in order to be able to decode words.

However, it is important that children are “taught” fluency skills from the onset.

Fluency is key to achieving comprehension!

Children need to be taught strategies for fluent reading.

8. Re-read texts so reading is fluent and without overt sounding out and blending of phonemes.
9. Teach children to join some words together instead of leaving a gap between each word.  
They ..... went into .....the garden.

## Phonics

Phonics should be the main strategy for decoding words. Children should be systematically taught all 44 phonemes and how to blend these phonemes to decode words accurately.

Children should also be taught:

Mastery of the alphabet (not just reciting a song).

1. Can they order jumbled up letters? How quickly can they rearrange them?
2. Identify missing letters.
3. Where does “n” go? Beginning of the alphabet, middle or end?
4. Which letter comes after/before “n” ?

Vowels

Children should know the long and short sound for a e i o u (both in upper and lowercase forms).

Digraphs: children should be able to say the sound when shown a digraph but should also spot them in words.

Vowel digraphs are key. Children should practise spotting vowel digraphs in words and blending to decode the word.

## Automatic Reading of High Frequency and Common Exception Words

Reading common words automatically enables the child to read with more pace and to blend words only when they need to.

As soon as children are able to decode common high frequency words they should be expected to read them automatically without blending.

E.g. am it and in can

Activities to practise and build up automatic reading of HF words should be incorporated into discrete phonics sessions and guided reading group sessions (First 100 words, then next 100 words).

Common exception words should be taught but then children should be expected to spot them in their reading and read them automatically.

Activities:

1. How many words can the class/group/individual read in 30 seconds? Keep a record and try to beat the score next time.
2. Start a guided reading session with children spotting all the words they can read without blending.

3. Rotten Apple Sight Word Game. Children learn the Top 100 Sight Words with this fun card game. Place cut-out cards in a basket and have children take turns to practise reading their sight words. Children take it in turns to read a sightword. If they can read it without blending, they keep it. When a child pulls out the "basket" they get another turn and when a "worm" is pulled out, they must put all of their cards back. If they pull out a red apple, they can put the words they have already won behind their back. These words are then "safe", even if they pull out a "worm". The child with the most cards at the end is the winner.
4. Oh, No! Game. Oh, No! Put all of your cards back! Use this card game for children to practise the first 100 high frequency words. Place the cards in a container. Take turns to choose a card. If they are read the word correctly without blending, the child gets to keep it. When an 'Oh, No!' card is pulled, the child must put all of their cards back. Whoever has the most cards at the end of the game wins!
5. Rainbow Words. Have children practise writing words by tracing each with at least five different colours. The size of the font should be determined depending upon the age and fine motor skills of your children.
6. Precision teaching: individual practice of key words.