

# Sample 1:1 reading sessions to support early reading skills

## Approach A

**Frequency** – 15mins x3 per week

**Duration** – 10-15 weeks

**Aim** – to develop independent reading strategies (supporting reading accuracy)

**Format** – each session follows a similar format consisting of re-reading a familiar text, re-reading a recently introduced text and introducing a new text.

### **Preparation:**

The following procedures are based on the Boosting Reading @ Primary principles. Before using these ideas as an intervention, it would be useful to gather assessment information in order to track progress and consider impact e.g.

- Phonic knowledge and sight vocabulary
- Observe them reading independently and note reading behaviours e.g. pausing for full stops/commas, reading with appropriate pace, using expression, re-reading tricky words, self-correcting.
- Chat with the reader and gather information about how they view themselves. Establish some common goals for the reading programme.

## Session 1

### **1. The familiar text (3-5mins)**

Use a text that is familiar to the child. Familiar books must be easy to read (one they can read at 95+% accuracy), with very little support. The focus should be on fluency and pace and making their reading 'sound good'.

### **2. The recently introduced text (3-5mins)**

This is a text you have introduced previously, matched to their phonic knowledge and one they can read with 90-95% accuracy. Only read the title to the child, do not prompt or remind them of strategies. They do not need to read the whole text (only 100-150 words). Observe whether they have taken on any teaching from previous sessions e.g. when you introduced the book previously. You can complete a **running record** to assess their reading level, guide teaching and capture progress. Afterwards, use specific praise e.g. "I like how you self-corrected yourself when you read the word...X..." before select one or two errors to see if they can correct them e.g. "You said ...X... does that look/sound right?".

### **3. The new text (7-9mins)**

The new book should be at the instructional level. Introduce the text; give an overview of key ideas, identify any new vocabulary, prompt/remind the child of any useful strategies (modelling as necessary). The child should then read the text. Provide teaching points on any tricky elements as well as specific praise.

## Session 2

- 1. Familiar text (3mins)** – repeat step one above, selecting from a bank of familiar, easy to read texts.
- 2. Recently introduced text** – complete this stage using the 'new text' you introduced during step 3 the session before.
- 3. New text** – introduce a new text (as in point 3 above).

*Repeat for session 3 onwards. After each session, the child should take the 'recently introduced' text home to re-read.*

## **Alternative version A:**

- 1. Phonics warm-up (5mins)** – focussed phoneme awareness and grapheme-phoneme correspondence. Use sound cards, play a matching game e.g. matching graphemes to phonemes using magnetic letters/flashcards. Practice oral blending and segmenting e.g. simple CVC words.
- 2. Main reading activity (7mins)** – supported decoding and blending in context. Use a decodable book, matched to the child's phonics knowledge. Introduce book and model segmenting and blending unfamiliar words. Child to read whole book (if short) or approx. 100-150 words. If the child needs to track the words, use a reading ruler/run a finger under the words (to aid fluency). You can use to complete a **running record** to assess their reading level, guide teaching and capture progress.
- 3. Summary (3mins)** – review strategies used/2-3 key words from the session. Use specific praise, plan next steps.

## **Approach B (a more intensive approach)**

**Frequency** – 20-30mins daily

**Duration** – 10-15 weeks

**Aim** – to develop independent reading strategies (supporting reading accuracy)

**Format** – each session consists of discussing and reading a new book, orally rehearsing and writing a sentence and rehearsing key words/sounds.

### ***Preparation:***

The following procedures are based on the Reading Recovery principles. Before using these ideas as an intervention, it would be useful to gather the following assessment information in order to track progress and consider impact.

- 1 Phonic knowledge
- 2 Sight vocabulary
- 3 Dictated sentence
- 4 Writing vocabulary 'words I can write'

### **Reading sessions**

Each child has their own basket and builds up a bank of familiar books. Ideally, children take home books from this basket daily and books are gradually added to and taken away. The re-reading of books is a part of every session, accompanied by lots of discussion about the book before it is 'read'.

### **Day 1**

- 1 Introduce a new book from the basket. Look at, discuss and read to the child. Then the child has a go...provide words that they are unsure of.
- 2 The child is invited to tell a short story (usually a sentence) about the book. Repeat the sentence word by word until it is clear in her/his mind. The child then has a go at writing their sentence which will provide a record of their emergent writing.

Child's sentence
Modelled version written
Working space for practising key words/letter formation etc

- 3 Show the child how you would write it. (Modelled version).
- 4 Choose a key word/sound to practise. This is often covered up and practised afterwards from memory to establish fluency. Use magnetic letters to make it multisensory.
- 5 Use a strip of paper and write the sentence as the child repeats it word by word. Ask the child to read it back with you, pointing to each word and then encourage him/her to cut up the sentence into single words. Ask the child to read the sentence again before encouraging her to look away while you swop words/ remove a word etc. The child could then spot the 'mistake' and put the sentence back together before re-reading it.
- 6 Ideally, the book should go home as a familiar book for the child to read again. The cut-up sentence could also be clipped into the book so they can practise it with parents.
- 7 Read the next book to the child ready to work on the following day.

### **Day 2**

- 1 Re-read yesterday's book/cut up sentence.
- 2 Look at the book you introduced at the end of yesterday's session. Follow stages 1-6.
- 3 Introduce a book for the following day at the end of the session.

*Continue each day as above.*

## Further ideas to build word reading skills and support fluency

Go over any key sounds/words e.g. from the list at the front of the book. Select a couple and put these on a piece of card/mini whiteboard. Ask them to read these words/sounds again (using sound buttons to help if necessary), check their understanding of the word, ask them to find the word/sound in the book.

Give them a limited choice of magnetic letters and ask them to make the word/sound (provide a max. of 2 extra letters so as not to confuse them), encourage them to write the word (or trace in sand/use rainbow writing etc.).

Play games with the words/sounds in the book e.g. snap/pairs/bingo.

Focus on a sentence in the book. Write out the sentence and ask them to locate it in the book. Ask them to re-read the sentence, Cut up the sentence and see if they can sequence it correctly (make sure they know to use the capital letter/full stop to help them identify the first/last word). Encourage them to re-read it and check it against the book to ensure they have sequenced the words correctly. Copy out the sentence underneath and read it back again.

Provide a key word on card, can they find it in the book e.g. 'tap' (it might help to start with CVC words that are easily decodable). Ask them to count how many times they can find the word in the book. Encourage them to segment and blend the word, using sound buttons to support. Give them a word with the letters muddled up (on individual cards), say the word and ask them to sequence the letters to spell the word e.g.

a/p/t       tap

Encourage them to use the word card to help on the first attempt, then do this without the prompt on the second attempt. Ask them to find the word in the book again, each time asking them to say and trace the word to reinforce the word using a multi-sensory approach.

Provide three pictures from the book and ask them to sequence the pictures and retell the story (verbally).

Using Cloze Procedure, ask them to finish a sentence from the book by finding the missing word. You could give them a choice of two words to select from. Encourage them to look at the book to find the matching sentence and identify the missing word. Provide magnetic letters and ask them to make the missing word e.g. **Tom got a \_\_\_\_\_ .** (mop)

When using magnetic letters, you can increase the challenge by giving them a choice of 4 letters to choose from for the 3 letter word, e.g. p, l, m, o (mop)  
Write out the sentence/missing word afterwards.

Provide a picture of something from the book (ideally linked to one of the words in the book) e.g. a picture of a mop. Ask them to tell you what the object is and find the **word** in the book. Encourage them to 'see and say' the word before drawing a picture of a mop and writing the word out 3 times (saying each letter sound as they write it).

Listen to stories (ideally whilst following the text) using online resources such as Oxford Owl, Epic! and Reading Eggs.

### **Links/resources:**

- See ATS **Reading Skills** advice sheet
- Reading Rockets – common types of reading problems [Common Types of Reading Problems and How to Help Children Who Have Them | Reading Rockets](#)
- See ATS advice sheet **Using Technology to Support Reading**