



# 1:1 Reading at CCLS

We read with our spotlight children daily because we want their reading recognition to become more automatic, rapid and effortless. We want all children to leave CCLS being readers.

## Environment and Setting the Tone

- Sit side by side with your reader.
- Quiet area with no distractions.
- Engage with them – pleased to see them/ excited to help them improve as a reader.
- Reminder of how important reading is.
- Reminder of how important practice is – how practise makes perfect.
- Make it the most enjoyable session for the child – we want them buzzing to read with you.

## Process

- Recap the Speed Sounds at the front of the book.
- Recap the Vocabulary at the front of the book.
- Provide an explanation for the context of the story if it is needed (*e.g. If the story is about a hamster, ensure the children know what a hamster is*).
- Allow children to sound out words, correct the children at the end of the sentences so that fluency is not interrupted.

## The right book

Our children must be on the correct decodable book in line with their individual assessment.

Adults must ensure that the GPC contained in the book match the ones known by the child. This can be checked by using the back cover of the book along with the child's individual assessment.

Early readers must have a decodable at 95% fluency.

If a child has a book with too many graphemes that they need to sound out then this book is at a **frustration level** for the child, reading less than 90% of the words accurately.

We provide children with a decodable book and a reading for pleasure book.