

## '3 reads' approach for early readers in KS1 and KS2

Focus		Detail
First read	<b>Decoding</b>	<p>Application of GPCs closely matched to those learnt so far - opportunity to apply taught phonics in context</p> <p>Encourage decoding and blending. Draw attention to previous sounds / alternative graphemes etc</p>
Second read	<b>Fluency</b>	<p>A chance to read again. Familiarity should enable more reading by sight and less reliance on decoding and blending.</p> <p>Reading with fluency includes use of: <b>intonation, expression, appropriate pace, prosody</b></p> <p>Adult could model reading with fluency and children '<b>echo read</b>' ie read aloud themselves with same intonation / expression</p>
Third read	<b>Comprehension</b>	<p>Demonstrating understanding of what has been read through questioning / discussion about events / characters etc</p>
Further reads as required ...	<b>AfL</b>	<p>Does the child need more than 3 reads to achieve fluency and comprehension?</p> <p>Balance number of reads with engagement vs need for success</p>

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