Reading with Your Year 1 Child

Parent Advice Booklet

National Curriculum Expectations

Year 1

Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They will do this by listening to, and discussing, a wide range of poems, stories and non-fiction texts at a level beyond that which they can read independently. By frequently listening to stories, poems and information texts that they cannot yet read for themselves, children begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in a non-fiction piece. By reading together, children can also be shown some of the processes for finding out information within a book, e.g. modelling the use of a contents page or index.

Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.

Play with magnetic letters on the fridge. Can they spell 'pan'?

Ask your child to write the weekly shopping list.

Put flour, salt, rice or sugar on a baking tray and spell out words together.

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Simple Tips to Develop Phonic Skills

Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.

Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?

Pretend to be a robot. 'Can you bring me your s-o-ck-s?'

Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.

What This Means for Parents

Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.

Show your child how to find information in a book rather than quickly finding it for them.

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Year 1 children are expected to:	To support this, you could say:
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me... I bet you can't remember the next bit.
relate reading to their own experiences	Wow, look at that castle. Do you remember when we went to...?
re-read a word or sentence if reading does not make sense	Does... make sense? It didn't sound quite right. Let's try again.
become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? Silly me, I've forgotten. What happened after that?
discuss the significance of a title and events	So, why do you think it's called Jack and the Beanstalk?
make predictions on the basis of what has been read	So if...., what might happen next?

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Phonics

The National Curriculum states that year 1 children must use phonic knowledge as the prime approach to reading unfamiliar words. They must be able to read all phase 2, 3 and 5 graphemes by the end of year 1. The reason that it does not mention phase 4 is because no new graphemes are covered at this phase; children consolidate their ability to blend words containing a range of consonant clusters.

make inferences on the basis of what is being said and done	Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question	What kind of voice can we read that in? What do you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and elipses (...) within texts	I bet you can't find three capitals letters on this page before I can.
know why the writer has used the above punctuation in a text	What is that? (Point to a piece of punctuation.) What does that do?
know the difference between fiction and non-fiction texts	Is this a story or is it an information text? How do you know?
learn rhymes and poems off by heart	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
be encouraged to say whether or not they like the text, giving reasons why	Did you enjoy that story? What was your favourite part?

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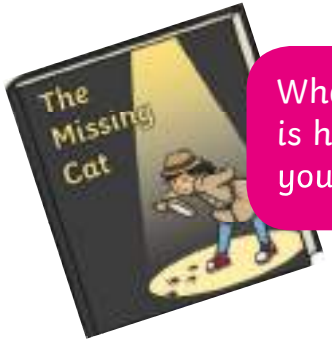
Simple Tips for Whilst You Read



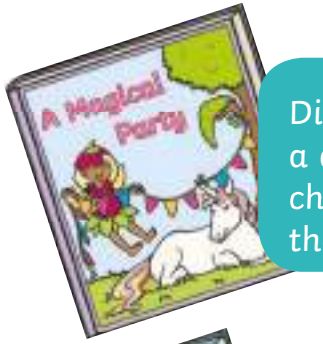
What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?

Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than **big**? Use a thesaurus together.

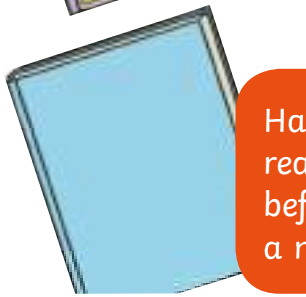
Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.

Start in the middle of a book. What do you think has happened before this point? What makes you think that?

Discuss the setting of the story. Have you read another book with the same setting?



Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.



Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.

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