



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.

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.

Year 1 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> identify words which appear again and again in a text 	Can you put your finger on the word 'the'?
<ul style="list-style-type: none"> recognise and join in with predictable phrases 	Come on, say it with me...I bet you can't remember the next bit.
<ul style="list-style-type: none"> relate reading to their own experiences 	Wow, look at that castle. Do you remember when we went to...?
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy 	<p>What happened in that story again? Silly me, I've forgotten.</p> <p>What happened after that?</p>
<ul style="list-style-type: none"> discuss the significance of a title and events 	So, why do you think it's called Jack and the Beanstalk?
<ul style="list-style-type: none"> make predictions on the basis of what has been read 	So it..., what might happen next?
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question 	<p>What kind of voice can we read that in?</p> <p>What do you need to do when you reach a full stop?</p>
<ul style="list-style-type: none"> recognise capital letters, full stops, question marks, exclamation marks and ellipsis (...) within texts 	I bet you can't find three capital letters on this page before I can.
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> know the difference between fiction and non-fiction texts 	<p>Is this a story or is it an information text?</p> <p>How do you know?</p>
<ul style="list-style-type: none"> learn rhymes and poems off by heart 	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
<ul style="list-style-type: none"> be encouraged to say whether or not they like the text, giving reasons why 	Did you enjoy that story? What was your favourite part?



Phonics








We're teaching every child to read with














A complete SSP validated by the Department for Education

The National Curriculum states that year 1 children must use phonic knowledge as the prime approach to reading unfamiliar words. We teach phonics through Little Wandle Letters and Sound Revised programme. 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.

Grow the code grapheme mat Phase 2, 3 and 5

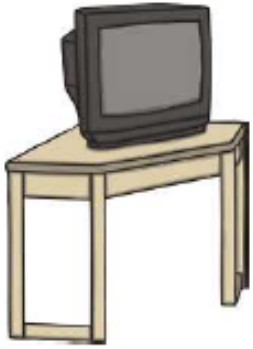
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Grow the code grapheme mat Phase 2, 3 and 5

 ai	 ee	 igh ie	 oa o o-e	 ue u-e ew	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	
al a oar ore							

*depending on regional accent

How to develop phonic skills with your child



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.



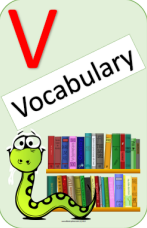
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SATs Questioning

In the KS1 English Reading Tests, your child's understanding of reading is tested through five different strands, known as 'content domains'. At Settle Primary School we use VIPERS to teach these domains in all classes.

VIPERS



Content Domain 1a:

Draw upon knowledge of vocabulary in order to understand the text.



Content Domain 1d:

Make inferences from the text.



Content Domain 1e:

Predict what you think will happen based on the information that you have been given.



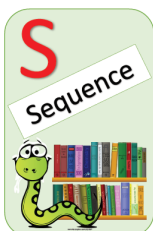
Content Domain 1b:

Explain your preferences, thoughts and opinions about the text.



Content Domain 1b:

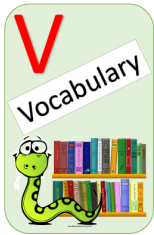
Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.



Content Domain 1c:

Sequence the key events in the story.

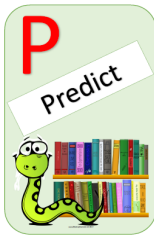
Getting your child used to answering questions from each of these content domains prepares them for their SATs reading assessment at the end of Year 2. Asking a few of these sample questions per night will build your child's experience.



Can you find a noun/adjective/verb that tells/shows you that...?
Why do you think that the author used the word...to describe...?
Which other word on this page means the same as...?
Find an adjective in the text which describes...



What do you think...means? Why ?
Why do you think...?
How do you think...?
When do you think...?
Where do you think...?
How has the author made us think that...?



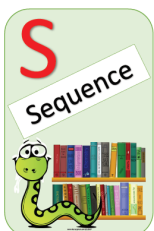
Where do you think...will go next?
What do you think...will say/do next?
What do you think this book will be about? Why?
How do you think that this will end? Why?
Who do you think has done it?



What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
What is similar/different about two characters?
Describe different characters' reactions to the same event in a story.



Who is/are the main character(s)?
When/where is the story set? How do you know?
Which is your favourite/worst/funniest/scariest part of the story? Why?
Tell me three facts you have learned from the text.
Find the part where...



What happens in the story's opening?
How/where does the story start?
What happened at the end of the...?
What is the dilemma in this story?
How is it resolved?



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.



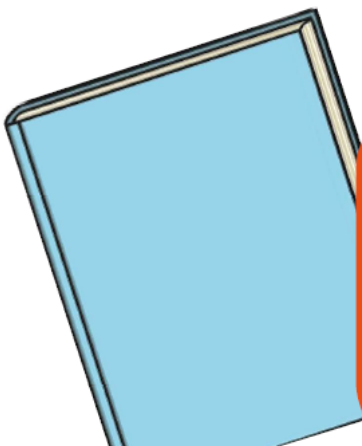
Start in the middle of a book. What do you think has happened before this point? What makes you think that?



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.



Year 1 Common Exception Words

By the end of year 1, children are expected to be able to read and spell these common exception words.

a	love	the
are	me	there
ask	my	they
be	no	to
by	of	today
come	once	was
do	one	we
friend	our	were
full	pull	where
go	push	you
has	put	your
he	said	
here	says	
his	school	
house	she	
I	so	
is	some	



Recommended Reads

Find more titles at:

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-1-pupils-ks1-age-5-6/>

