**Year 1**

Reading with your Child

Parent Advice Booklet

**National Curriculum Expectations**

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 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 types – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales. The possibilities are endless!

Show your children 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 repeated 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? I’ve forgotten! What happened after that? |
| Discuss the significance of the title and events. | So, why do you think it is called Jack and the Beanstalk? |
| Make predictions on the basis of what has been said and done. | So if…., what might happen next? |
| 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 ellipses within texts. | I bet you can’t find three capital 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 while I put my shoes on! |
| Be encouraged to say whether or not they like a text, giving reasons why. | Did you enjoy that story? What was your favourite part? |

**Tips when reading with your child**

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.

**Phonics**

The National Curriculum states that Year 1 children must use their 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 is 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. We use Read Write Inc as our systematic way of teaching phonics. Visit <https://www.ruthmiskin.com/en/find-out-more/parents/> to find out more.

**Some 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.

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.

Ask your child to write the weekly shopping list.

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