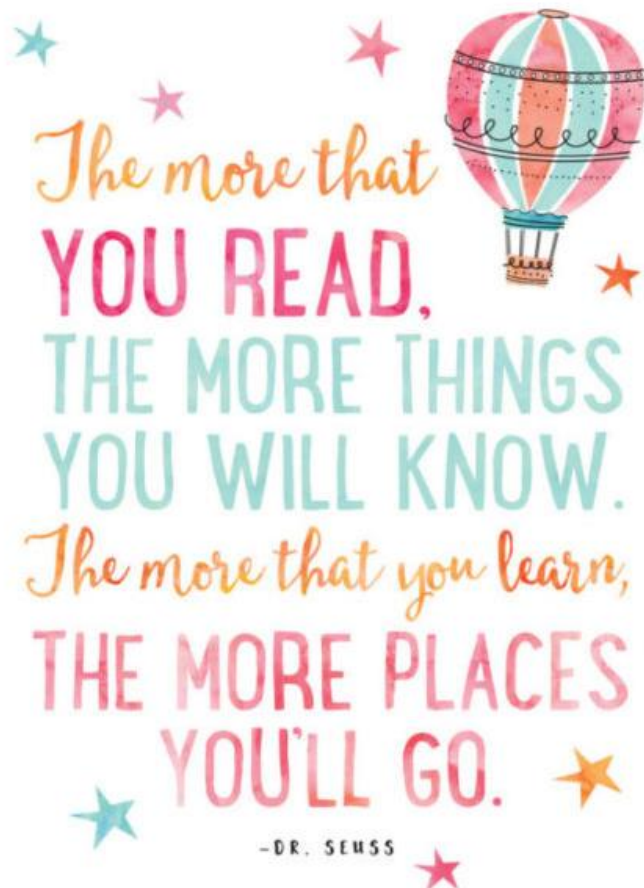




HIGHAM-ON-
THE-HILL CHURCH
OF ENGLAND
PRIMARY SCHOOL

How to help with Reading in Year 1

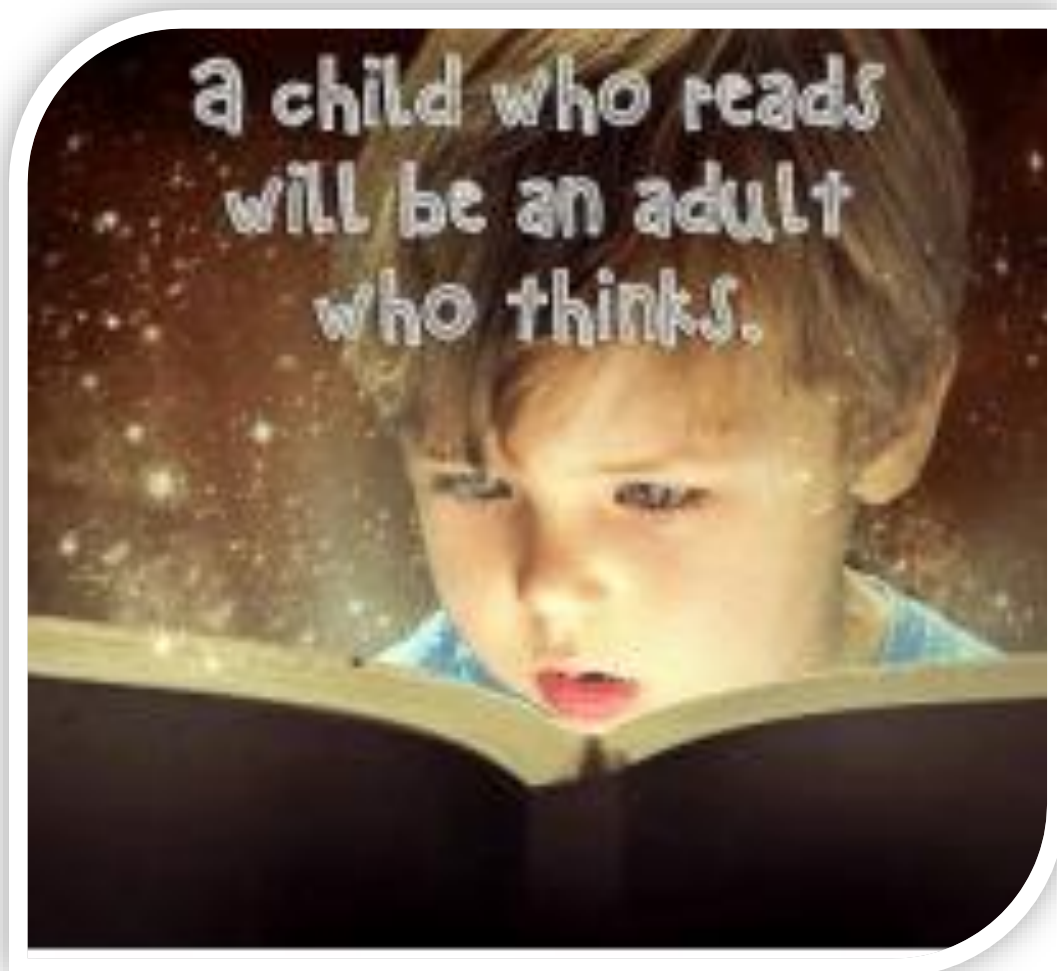
Parent advice booklet



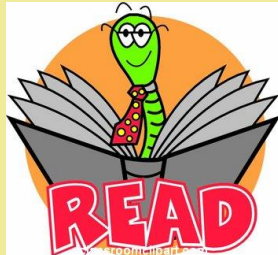
National Curriculum Expectations Year 1

By year 1, pupils should develop

- A pleasure in reading
- Motivation to read
- An increased vocabulary
- Improved level of understanding
- Listening to and discussing a wide range of poems, stories and non-fiction texts at a level which is beyond their independently reading skills
- Frequently listening to stories, poems and information texts to better understand how written language can be structured – surprise in narratives, present facts in non-fiction.
- 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 does this mean for parents?

Initially, reading with your child is about reading to them . Model how to read unknown words.	Read a range of different texts – recipe books, nursery rhymes, leaflets for places you wish to visit, traditional tales.
Show your child how to find information in a book rather than just find it quickly for them.	

How can you help?

- 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 help write the weekly shopping list.
- Put flour, rice, salt or sugar on a baking tray and spell out words together.
- Turn off the TV so 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 the letter.....?
- How many words can you see?
- Pretend to be a robot. "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.
- Talk about what is happening in the pictures before you read the book.



- Discuss alternative words. For example, “which word could the author have used that’s a bit more exciting than ‘big’?” Use a thesaurus together.



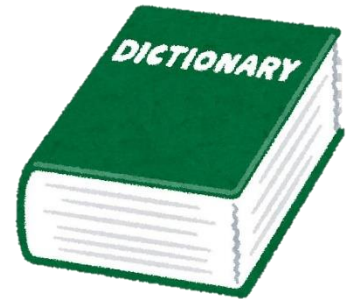
huge **gigantic**

- 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.



In the table below, all the learning objectives for the children (green column) have been matched with questions which you can ask at home (purple column). You can choose which one you want to work on with your child. Don't try and do too much in one go. Talking about books, stories, facts and poetry is as good as listening to a child read. You can combine it with research for homework for example.

Please ask your child's teacher if you need any more ideas.

<u>Year 1 expectation</u>	<u>What you can do to help</u>
identify words which appear again and again in a text	<i>Can you put your finger on the word 'the'?</i>
Recognise and join in with predictable phrases	<i>Come on, say it with me... Bet you can't remember the next bit.</i>
Relate reading to their own experiences	<i>Wow – look at that castle. Do you remember when we went to...?</i>
Re-read a word of sentence if reading does not make sense	<i>Does make sense? It didn't sound quite right. Let's try again.</i>
Become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy.	<i>What happened in that story again? Silly me, I have forgotten. What happened after that?</i>
Discuss the significance of a title and events	<i>So, why do you think it's called Jack and the Beanstalk?</i>
Make predictions on the basis of what has been read	<i>So, if.... , what might happen next?</i>
Make inferences on the basis of what is being said and done	<i>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?</i>
Read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question.	<i>What kind of voice can we read that bit in? What do you need to do when you reach a full stop or question mark? Let me show you.</i>

Recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) within texts	<i>I bet you can't find three capital letters on this page before I can.</i>
Know why the writer has used the above punctuation in a text	<i>What is that? (Point to a piece of punctuation). What does it do?</i>
Know the difference between fiction and non-fiction texts	<i>Is this a story or is this information text? How do you know?</i>
Learn rhymes and poems off by heart	<i>I'd love it if you could sing Humpty Dumpty whilst I am doing up your shoes.</i>
Be encouraged to say whether or not they like the text, giving reasons why.	<i>Did you enjoy that story? What was your favourite part?</i>

#Reading is for Everyone

