Reading at home with your Year 1 child

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).

Tips for developing reading skills at home



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



Discuss alternative words. *Which word could the author have used that is 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 your child's 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.

Tips for developing phonics skills at home



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).



Pretend that you can't read particular words within your child's phonic knowledge. Ask them to read them to you.



Put flour, salt, rice or sugar on a baking tray and spell out words together. Or use magnetic letters on the fridge.

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*	What happened in that story again? Silly me, I've forgotten. What happened after that? Who are the main characters?
• *discuss the significance of a title and events*	Why do you think the story is called Jack and the Beanstalk?
• *make predictions on the basis of what has been read*	So if...., what might happen next?
• *make inferences on the basis of what is being said and done*	How do you think the character is feeling? Why?
• *read aloud with pace and expression*	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 (e.g. an exclamation mark)? 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 the text, with reasons*	Did you enjoy that story? What was your favourite part? Why?