

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:
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?

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 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?

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.



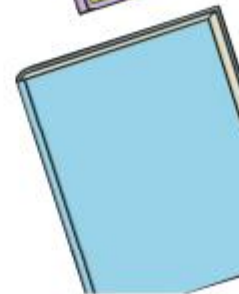
Start in the middle of a book. What do you think has happened before this point? What makes you think that?



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.

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 level 2, 3 and 5 graphemes by the end of year 1. The reason that it does not mention level 4 is because no new graphemes are covered at this phase; children consolidate their ability to blend words with known graphemes. Please revise these sounds and if you child is confident in reading words with these graphemes, then focus on encouraging them to spell more words accurately, with these graphemes.

 s	 a	 t	 p	 i	 n	 m	 d	 g	 o	 c
 k	 ck	 e	 u	 r	 h	 b	 f	 l	 ff	 ll
 ss	 s	 j	 v	 w	 x	 y	 z	 zz	 qu	 ch
 sh	 th	 th	 ng	 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 ow	 oi	 ear	 air	 ure	 er			

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	ew  screw	ew  stew	y  sunny
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core		



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.



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



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



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



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



Ask your child to write the weekly shopping list.



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



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

Tricky words are non-phonetic **words** that cannot be sounded out and must be learnt by sight. If your child can apply their phonics skills to decode a word, then it's not 'tricky', even if it is sometimes a difficult skill to learn. Below are some words to focus on learning:

Levels 2, 3 and 4 Tricky Word Mat

Level 2

to

the

no

go

I

Level 3

he

she

we

me

be

was

my

you

they

here

all

are

Level 4

said

so

have

like

come

some

were

there

little

one

do

when

out

what



twinkl

Help Your Child with Reading

Daily Routine

Try and listen to your child read every day. Keep it short, cheerful and filled with praise. Even if your child's school book has not been changed, rereading it allows the child to encounter words and phrases again, helping to build their confidence and aid with comprehension.



Ask Questions

When reading together, you could try occasionally asking questions, such as, 'How do you think the characters feel?' or 'What is the story about?'



Visit

Visit the local library together; it is fun choosing new books to read. Keep an eye out for special events at the library or local bookshops that they can join in with.



Talk

To help your child develop their vocabulary, talk to them as much as possible. Ask them about their day - What have they been doing? What was their favourite thing? What games did they play today?



Read to Your Child

Reading to your child helps them to expand their vocabulary and boosts their understanding of language, which can help with writing as well as reading.



Read and Read Again

Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.



Make It Fun

Enjoy reading together; give characters funny voices and engage with the pictures. Encourage your child to join in with phrases, sound effects and actions to make shared story time even more fun.

You could also make a game out of finding words that rhyme or start with the same sound.

I Spy

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



Story Sacks

A story sack is a great way to get your child talking about a story. These are bags that contain the story itself, alongside a variety of items linked to the story. It could be the story CD, a related non-fiction book, puppets, models or objects that are in the story and a related activity.



Encourage Reading

Encourage family and friends to share books with your child and make sure your child sees others reading for pleasure. The more your child sees you and others reading, the more they will want to read too.



Read Everything Out Loud

Books, poems, nursery rhymes, newspaper and magazine articles, menus... anything that is close to hand! Consider turning on subtitles when watching television; studies have shown that this can double the chances of a child becoming a confident reader.

