

A Parent Guide to Reading



Year 1

Introduction

At Fairfield, first and foremost, we want to promote the love of reading. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life. Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others. So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead? This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations; how parents can support reading for pleasure at home and help children to achieve well in their KS1 Reading SATs.

What is Reading?

Reading is the ability to make meaning from print.

The process of reading includes:

- **Word recognition:** Ability to identify the written symbols/text in print.
- **Comprehension:** To understand the printed words and grasp the knowledge of the information.
- **Fluency:** Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

There are multiple other benefits that reading can have on a child's development, including:

1. **Assisted cognitive development:** Cognitive development refers to how we perceive and think about our world in reference to our intelligence, reasoning, language development, and information processing. By reading to children, you provide them with a deep understanding about their world and fill their brains with background knowledge. They then use this acquired background knowledge to make sense of what they see, hear, and read, which aids their cognitive development.
2. **Developing empathy:** When we read a book, we put ourselves in the story in front of us. This allows us to develop empathy as we experience the lives of other characters and can identify with how they are feeling. Children can then use this understanding to empathise in the real world with other people. Additionally, children will gain a greater understanding of emotions, which can help them understand their own emotions and those of others. This helps dramatically with their social development.



3. **Gaining deeper understanding:** A book can take us anywhere- to another city, to a different country, or even to an alternative world! By reading a book, a child learns about people, places, and events that they couldn't learn otherwise. This gives children a deeper understanding of the world around them and cultures that are different from their own.
4. **Building stronger relationships:** If you, as a parent, read with your child on a regular basis, then you will undoubtedly develop a stronger relationship with them. Reading provides parents with an opportunity to have a regular and shared event that both parent and child can look forward to. Furthermore, it provides children with feelings of attention, love, and reassurance which is key for nurturing and wellbeing.
5. **Improved literary skills:** Reading aloud with young children, even if they can't fully understand what you are saying, gives them the skills they need for when they begin to read by themselves. It shows children that reading is something achieved by focusing from left to right and that turning pages is essential for continuing. Reading to children in even the earliest months of their lives can help with language acquisition and stimulating the part of the brain that processes language.
6. **More extensive vocabulary:** Hearing words spoken aloud can expose children to a range of new vocabulary and phrases that they may not have heard otherwise. By reading to your child daily, they'll learn new words every single day.
7. **Greater concentration.** Regular and consistent reading can help to improve a child's concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling.
8. **Higher levels of creativity and imagination.** Reading a book relies on us using our imagination for picturing characters, visualising their settings and environment, and guessing what's coming next. We must use our imagination if we are to learn about other people, places, events, and times. In turn, this developed imagination leads to greater creativity as children use the ideas in their heads to inform their work.

Finally, the more that a child is read to, and the more that they read themselves, the better they will become at it. Practice *really does* make perfect and, the more a child reads, the better their overall academic achievement and social skills, like empathy, will be.

Research shows that young people who enjoy reading very much are three times more likely to read above the level expected for their age than young people who do not enjoy reading at all.

Source: National Literacy Trust

National Curriculum Expectations

Word Reading:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondences) that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs

- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

What this means for Parents/Guardians

- Read every day for at least 10 minutes.
- Try to give your child access to plenty of texts on many different topics and encourage them to read a wide range of authors, who write in different styles.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt doesn't sound right.
- Try to broaden the vocabulary you use when speaking with your child and be ready to clarify the meaning of a wider range of words- modelling them in sentences. <https://www.yourdictionary.com> is an excellent website for definitions, synonyms and seeing words in a sentence.

- Encourage children to sound out words using their Phonics knowledge.
- Read difficult texts or texts by authors they might not choose themselves to your child and allow them the chance to listen and ask questions. Reading to your child also helps them to understand how to use expression to bring stories to life and develop their own voice as readers. Use audio books available from the library or Amazon Audible.



- Teach your child to use contents and index pages within reference books and non-fiction so that they can retrieve information, and frequently ask them to do so.
- Check their understanding of what they have read. Ask them some of the questions from the grid below.

To support this, you could say/ask:
How has the author used description to show how the main character is feeling?
What do you think was the most interesting part of the book? Why?
Can you show me the front cover, a page number and a the sound... ?
What motive did the main character have for behaving in the way they did?
Who do you think the author intended to read this book and why?
If you were the main character, how would you have reacted to...?
Can you find one word that describes a character in your book very well?
Did the book have an effective ending? Who would you recommend this book to?
Can you think of another story with a similar theme?
Do you like the way the story ended?
Do you agree with the actions of the main character?
What lesson did you learn from the story?
Where and when did the story take place?
Which part of the text could be improved?
What is the relationship between the main characters?
Who are the main characters?
Which part do you like the best and why?
What do you think will happen next in the story?
What problems does the main character have and how do they solve it?
Can you tell me some words to describe parts of the story (funny/ exciting/ sad)?
Is this book fiction or non-fiction? How do you know?

Year 1 Phonics Screening Check:

In Year 1, all children sit the Governments Phonics Screening Check in the Summer Term. During the check, children are asked to read aloud 40 words. These words are all phonetically decodable and

are a mix of real and nonsense words. Children need to read a certain amount of words to their teacher correctly to pass. The pass rate is only released after the tests have all been completed. In recent years- the pass mark has been 32 words read correctly out of 40. This allows teachers to identify any children who have not yet reached the expected reading level by the end of Year 1. Those children then receive additional small group support and intervention and are re-assed in Year 2.

These websites are great for practising Phonics:

- Phonics Play- www.phonicsplay.co.uk

This website is full of exciting games to consolidate children's blending and segmenting skills. Games are split into different phases, so that children are working at appropriate levels.

- Mr Thorne does Phonics- www.mrthorne.com

Mr Thorne has lots of videos available to watch on YouTube. He teaches children different Phonics sounds with Geraldine the giraffe.

- Teach Your Monster to Read- www.teachyourmonstertoread.com

This website has lots of fun games which help to consolidate children's knowledge of grapheme-phoneme correspondences.

Meet the Reading Team

These are the staff in school who oversee the reading provision.



Miss R Edminson



Mrs J Wadsworth



Mrs L Barrow



Mrs C Studholme



Mrs T Barrientos

If you need any further support, please don't hesitate to contact your child's Classteacher or a member of our reading team.