

Reading with your child at home

Parent Advice
Booklet

Year 1

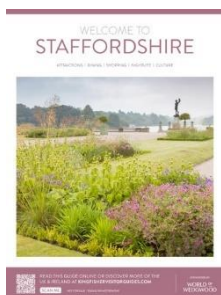
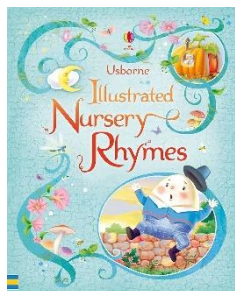


The Meadows
Primary Academy

Year 1 National Curriculum Expectations – How Parents can help:

Year 1 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> identify words which appear again and again in a text 	Can you put your finger on the word 'the'?
<ul style="list-style-type: none"> recognise and join in with predictable phrases 	Come on, say it with me...I bet you can't remember the next bit.
<ul style="list-style-type: none"> relate reading to their own experiences 	Wow, look at that castle. Do you remember when we went to...?
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> discuss the significance of a title and events 	So, why do you think it's called Jack and the Beanstalk?
<ul style="list-style-type: none"> make predictions on the basis of what has been read 	So it..., what might happen next?
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> recognise capital letters, full stops, question marks, exclamation marks and ellipsis (...) within texts 	I bet you can't find three capital letters on this page before I can.
<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> know the difference between fiction and non-fiction texts 	Is this a story or is it an information text? How do you know?
<ul style="list-style-type: none"> learn rhymes and poems off by heart 	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
<ul style="list-style-type: none"> be encouraged to say whether or not they like the text, giving reasons why 	Did you enjoy that story? What was your favourite part?

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.

































Read Write Inc.

Phonics

The National Curriculum states that year 1 children must use phonic knowledge as the prime approach to reading unfamiliar words. We teach phonics through Read Write Inc. They must be able to read Set 1, 2 & 3 sounds by the end of Year 1.




















Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

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?'

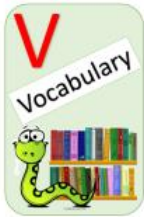
How to help your child learn set 1, 2 & 3 sounds and read them in words:

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

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.

Preparing your child for Year 2 - VIPERS

Getting your child used to answering questions from each of these 'VIPER' skills prepares them for their SATs reading assessment at the end of Year 2. Asking a few of these sample questions per night will build your child's experience.



Can you find a noun/adjective/verb that tells/shows you that...?
Why do you think that the author used the word...to describe...?
Which other word on this page means the same as...?
Find an adjective in the text which describes...



What do you think...means? Why ?
Why do you think...?
How do you think...?
When do you think...?
Where do you think...?
How has the author made us think that...?



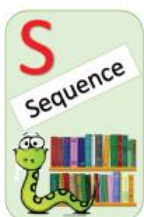
Where do you think...will go next?
What do you think...will say/do next?
What do you think this book will be about? Why?
How do you think that this will end? Why?
Who do you think has done it?



What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
What is similar/different about two characters?
Describe different characters' reactions to the same event in a story.



Who is/are the main character(s)?
When/where is the story set? How do you know?
Which is your favourite/worst/funniest/scariest part of the story? Why?
Tell me three facts you have learned from the text.
Find the part where...






What happens in the story's opening?
How/where does the story start?
What happened at the end of the...?
What is the dilemma in this story?
How is it resolved?

By the end of year 1, children are expected to be able to read and spell these common exception words. Your child will receive these on 'spelling challenge cards.' Practise them and when your child is ready to be tested, cut the slip from the bottom and send the slip into school. Your child will then receive the next challenge card to read and spell.

a	love	the
are	me	there
ask	my	they
be	no	to
by	of	today
come	once	was
do	one	we
friend	our	were
full	pull	where
go	push	you
has	put	your
he	said	
here	says	
his	school	
house	she	
I	so	
is	some	



Spelling Challenge

 BRONZE Spelling Challenge -Level 1 I'm Ready... Test me!	 SILVER Spelling Challenge -Level 1 I'm Ready... Test me!	 GOLD Spelling Challenge -Level 1 I'm Ready... Test me!
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Recommended Books to read:

You will find more at: [Best books for Year 1 children aged 5-6 | School Reading List](#)

