

A Guide for Parents: Year 1 Reading



“Reading makes all other learning possible. We have to get books into our children’s hands early and often.”

– Barack Obama

Building on Reading Skills (age 5-6)

By the time your child is aged 5 or 6, they will probably have had some experience of early reading and will be building up a range of reading skills. Now it's all about gaining more confidence so take a look at these ideas to help you get a good balance of reading for enjoyment and skills practice.

Things to try with your child

Sharing reading

1. It's still good to share

Don't give up on talking about picture books with your child and sharing that bedtime story or information book. It's just as important now to enjoy reading these books together, as well as those that come home from school, to help develop your child's vocabulary, their understanding of stories and to encourage a love of reading.

2. Read with expression

Read with expression when reading to your child. Use different voices and vary the volume for effect or for different bits of information such as, *Did you know that the Tyrannosaurus Rex...? Wow!* You'll soon see that your child will then try these skills when reading to you!

3. Talk about books, words and pictures

Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back). If it's new, ask what your child thinks the book might be about. If it's an old favourite then talk about the bits you love most! Don't worry if some books get chosen again and again!

4. Retell stories or events

When reading aloud use lots of expression and try different voices for different characters. Get your child to join in with bits too, such as, *'They pulled and they pulled!' and 'Fee, fi, fo, fom...'* See if your child can copy you!





Practising early reading skills

1. Listen to your child read

Books that your child brings home from school are at the right level for your child. The words are readable for your child – we say they are levelled reading scheme books. They are written to ensure steady progress and success. Many of these books include helpful notes for parents inside the front cover.

2. Sound it out

If your child gets stuck on a word, try phonics first. Get your child to say the letter sounds and say them quickly to try to hear the word; this is called **blending**. If the word can't be sounded out then it's best if you say it quickly and move on. If the book is at the right level then this should not happen too much.

3. Clap and chunk

Clapping out syllables or chunks in words and names can help with reading longer words: *Di-no-saur!* *Cho-co-late!* Or point out that some words are made up of two words, so *wind* and then *mill* makes *windmill*.

4. Try expression and flow

Your child's expression might sometimes sound stilted on the first read of a sentence or a page. This is because they are focusing on making sounds into words. To keep your child hooked into the story, read it again with expression – after lots of praise, of course!

5. Don't be afraid to back track

It's sometimes good to get your child to re-read a sentence or even a page if it has been tricky to work out. This helps with meaning, flow and confidence – we all still have to do this sometimes!

6. Read, read, read!

It's really important to read as much as possible and keep reading together at bedtime too!

'All the reading
she had done had
given her a view of
life that they had
never seen.'

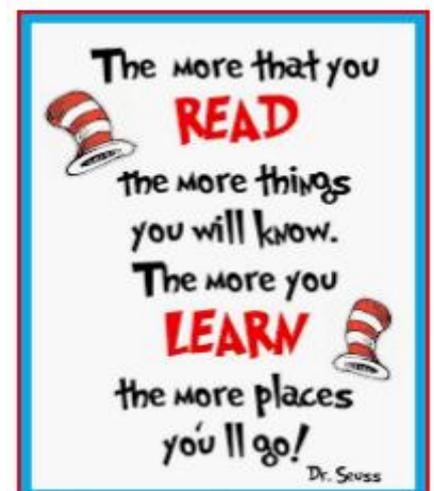
Roald Dahl
Matilda

The KS1 Reading Content

The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

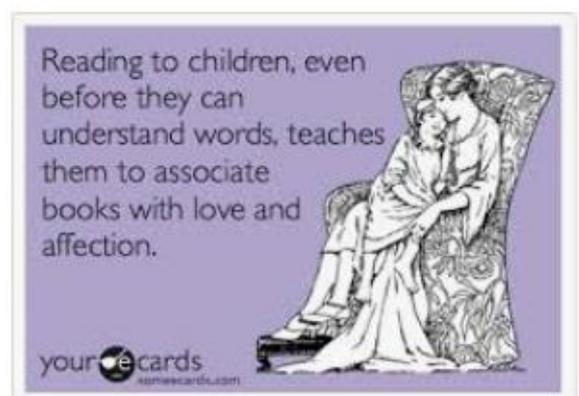
The following table shows the content:

Content	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far



1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?





1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.

- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

Before they read
words, children are
reading pictures.
David Wiesner



1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story.
- Make a table/chart to show what happens in different parts of the story.
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.

Albert Einstein

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. Good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

