

Reading at Home with your Year 1 Child



Curriculum Expectations:

Children need to develop pleasure in reading and want to read. Year 1 children are beginning to develop an increased vocabulary and using more complex vocabulary in a range of contexts. Children will develop a love of reading by listening to, and discussing, a wide range of poems, stories and non-fiction texts at a level beyond that which they can read on their own. 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 stories or to present facts in a non-fiction piece. By reading together, children can also be shown some of the processes for finding information within a book e.g. the contents page or the index.

What can you do to support your child at home?



Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.



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

Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.



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



Show your child how to find information in a book rather than quickly finding it for them.



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

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.



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



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



Ask your child to write the weekly shopping list.



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



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.