

Beaufort Primary School - Supporting your Y1 child with Reading

National Curriculum Expectations:

In 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.

Tips to help you support your child:

- Talk about what is happening in the pictures before you read a text.
- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.
- After reading a text, pretend that you have learnt a new fact and explain it.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.

Year 1 are expected to:	To support this, you could say/ask:
identify words which appear again and again in a text	Can you put your finger on the word 'the'? What other word could the author have used?
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 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	Look at the cover/title/first line...what do you think will happen next? So if ..., what might happen next? Are there any clues in the text?
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 letter, full stops, question marks, exclamation marks and ellipses (...) within texts	I bet you can't find three capital 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?