

Year 1 children are expected to:	To support this, you could say:
Identify words which appear again and again in a text	Can you put your finger on the word 'the'?
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 went 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 tales 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	So if... what might happen next?
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 reach a full stop?
Recognise capital letters, full stops, question marks and exclamation marks 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 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?

Reading with Your Year 1 Child Parent Advice Booklet



Learning to read is one of the most essential skills we learn and impacts on all areas of learning. This is where parental support can make a huge difference to your child's progress and confidence. Regular reading at home will support all areas of learning at school. We expect children to be reading **a minimum of three times per week for 15 minutes at a time**. Children are issued with a reading record which should be sent into school each day with their reading books. These are a great way for the teacher to monitor your child's reading habits, and can be used as a method of communication between home and school.

Reading Book Bands

Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey
						End of Y1				End of Y2		Y3	Y4

At Portishead Primary School, we use the recognised Book Banding scheme for reading books in KS1 and into KS2 if necessary. Children in Reception classes will mainly read books which are phonically decodable, and some may move to the coloured banded books by the end of the year once they have learnt a number of sight words.

In Year 1, most children will begin by moving rapidly through the book bands as they start to be able to decode more confidently, and their number of sight words increase. By the time children reach green and orange level, you will find they move more slowly through the bands as they are practicing their fluency skills. For example it may take 12 weeks to move through orange band, rather than a few weeks when your child was on yellow or blue. The reason behind this is that the children are being taught valuable comprehension and fluency skills which need to be practiced with books which are easily read by them. Reading books should be able to be read with at least 95% accuracy (so very few words to get stuck on) in order to develop children's confidence, fluency and enjoyment of the story, rather than just their decoding skills.

Exceptional readers in Year 1 may already be very fluent and confident. We would encourage these children to continue to develop their love of reading by choosing a wide range of books at home and from the library, both fiction, non-fiction and poetry, alongside their school reading book. These readers would likely remain on gold, white and lime books for the duration of the year, until they begin Y2.

Helping Hounds!

In KS1, we use the following 'Helping Hounds' to help us ask and answer different types of questions about what we have read. Use the question stems below to support you when listening to your child read.



Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

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



Retrieval Questions with Rex

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



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

Prediction Questions with Pip

- 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?
- Who do you think has done it?
- What might.... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?

