

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... can you 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 and Carer 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 five times per week**. Children have 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 YR				End of Y1				End of Y2			End of Y3

At Portishead Primary School, we use the recognised Book Banding scheme for reading books in KS1 and into KS2 if necessary. Children in Reception and Year 1 classes will read books which are phonically decodable. It is essential that your child continues to re-read their phonics book several times as in Reception. Please remember to write in their reading records each time they read to you.

In Year 1, children build upon the phonic ability to begin to read more complex words and sight words. This year you may find that your child is consolidating book bands that are suggested for lower year groups. Please do not be alarmed as it is important that children do not have gaps and are confident before moving on to the next colour band. As your child progresses there will be more of a focus upon 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 they get stuck on very few words) in order to develop children's confidence, fluency and enjoyment of the story, rather than just their decoding skills. Having someone at home to listen to your child as often as possible will have a huge impact upon their progress in reading.

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 throughout Year 1.

## 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 Victor

- Can you find a words that tells you that...?
- Why do you think the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective which describes...



### Inference Iggy

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



### Predicting Pip

- Where do you think...will go/say/do next?
- What do you think this book will be about? Why?
- How do you think this will end? Why?
- What might... say about



### Rex Retriever

- Who is the main character?
- When/where is the story set? How do you know?
- Which is your favourite part? Why?
- Tell me three facts you learned.



### Sequencing Suki

- What happens in the opening?
- What happened at the end?
- What is the dilemma? How it is resolved?
- Can you retell the story in 20 words or less?
- Which happened first, ... or



### If they are not sure, try saying...

- Have guess. What could it be?
- If you did that, what might... have said?
- If we know that... means..., what might...mean?
- Does the picture help? How?
- Where else could we look for a clue?