



## Reading in Year 1

*All children need to imagine themselves as the main protagonist in a story: celebrating a birthday, going shopping, being ill, having a tantrum, having their hair cut, worrying about a new sibling, being the superhero, going camping, visiting the seaside and having adventures. (The Reading Framework, The Department for Education, July 2021)*

### Introduction

Your child will have two types of books to read. One is a phonically decodable book for your child to read to you. It has been carefully chosen so that they can work out all the words and matches the phonemes they have been taught. It may also be an online book. Your child should read this book to you at least 3 times, developing fluency and accuracy as they become more familiar with the text. Re-reading a text gradually increases the number of words in it that they can read 'at a glance'. Explain the meaning of new words to your child to increase their vocabulary and accelerate their reading of words 'at a glance'.

The other book, from the library, has words your child may not be able to read yet. Your child has chosen it as a "Reading for Pleasure" book. It is for you to read to your child and talk about together.

### How to read a story with your child

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child. On the first reading:

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in ....? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

### You can find more ideas at:

[10 top tips for parents to support children to read - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

## Word Knowledge

This is the vocabulary taught during reading comprehension sessions and practiced when any text is shared with the class.



Decoding

- I can read new words correctly by blending the letter and letter group sounds I have been taught.
- I can read some common exception words and see where the letter sounds are different.
- I can read words of more than one syllable using sounds that I have been taught.
- I can use the sounds I know to re-read books more fluently and with more confidence.



Predicting

- I can talk about what will happen next in the story.



Clarifying

- I can explain the meaning of words that I know and talk about the meaning of new words.



Reading for pleasure

- I can talk about the title and events in books I have read or heard.
- I can take part in a group talk about books or poems.
- I can take turns and listen to what others say.



Summarising

- I can talk about the title and the events in the story.



Inference

- I can discuss how the characters might feel in a story, by thinking about what they have said and done.