



Reading at Home in Year 1

How you can help your child...

Learning to read, and then being able to understand a wide range of literary texts, is one of the most important skills your child will master in primary school. For this reason we ask all parents to support their child's reading at home. In order to support your child's progress please ensure that they read their independent reading book to an adult at home for ten minutes every night. The adult who has listened must then write a comment in their child's Reading Record. In this way we are able to track children's independent reading at home and identify their next steps in learning.

Reading at home encompasses much more than your child's independent reading book. Parents and other caring adults play an essential part in giving children a love of reading and an interest in books that will give them a strong foundation that we can build upon at school and that will set them up for a lifetime of pleasure from reading. Once children become fluent and independent readers, they may start racing ahead if they have found the books that hook them into reading. It's important at this stage that you continue to read aloud with your child too. When you read aloud, you can share books that offer a challenge in language and content to keep them excited and hungry for more. Choose older classic fiction with literary language as well as contemporary fiction written in a modern style. Choose books with interesting language and rich vocabulary. Short novels that can be serialised and read a chapter or two each night are perfect. Here are some ideas to support your child's reading:

1. Talk together

All primary age children need opportunities to talk with you about what they are reading or their reading interests. They may also be interested in what you are reading. Talking gives you both a chance to share and recommend.

2. Read together

There is never an age when this is not an enjoyable and useful way to spend ten minutes a day – even your eleven-year-old will still enjoy the sharing opportunity if it's on offer. It's a great idea to get your older children to read with younger brothers and sisters too.

4. Sing together

Why not? Rhythm, rhyme, raps, advertising jingles or the latest top-rated downloadable track can all help the older reader to appreciate and use the patterns of language they hear in both their speech and writing.

3. Revisiting favourites

It's important for children to know that it's OK to revisit old favourites and memories – even if this may seem like 'easy reading'. There's no mad rush to keep moving on, and we all like the comfort of a favourite book sometimes. Comparing and sharing memories of real life and books will help your child to develop empathy.

5. Making choices

It's important to still visit book shops, libraries and places where your child can browse and chat with you about their interests. They'll start to prefer certain authors or series, or types of reading such as comics, magazines or websites, and with your encouragement, they can learn to make choices for themselves too.



Reading at home in Year 1 – Questions to ask your child while they are reading

There are two equally important elements of reading that your child will need to develop to become a confident, fluent reader. The first is word recognition - being able to read the words on the page. You can support your child with this by encouraging them to use the strategies they have learnt at school such as using their sounding out and blending words, making links with words they know or using the words around to find meaning. The second element is language comprehension – understanding what the words mean and putting them together to find meaning. It is vital for the development of this skill that you question your child when you are reading. The questions below are appropriate to your child's year group and can be used to aid your child in securing their language comprehension.

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

...listening to and discussing a wide range of poems, stories and non-fiction texts Did you enjoy this story? What was your favourite part? Can you find a page in the story that you didn't like? Do you think this book is funny? Why?	...linking to what they hear and read to their own experiences What sort of books do you like? Do you prefer storybooks or books which help you to find out about things? Did you learn anything from this book? Is this story like any other books that you have read?	...becoming familiar with and retelling with key stories, fairy stories and traditional tales What happened in the story? Can you re-tell this part of the story to your friend? What is your favourite part of this story? Why? What is this book about? How do you know? Who do you think is telling this story? Why has the author included a picture? What does it tell you? What does the author mean by...?	...recognising and joining in with predictable phrases Can you spot any patterns in this poem? Can you spot words that rhyme? Can you think of another rhyming word which the author could have used? What comes next? Can you join in?
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...learning to appreciate and recite rhymes and poems Did you enjoy this poem? What did it make you think about? Can you recite this poem to the group?	...discussing word meanings, linking new meaning to those already known Is this like any other word you know? Does it sound the same? Does it mean the same?	Children should be taught to explain clearly their understanding of what is read to them: Can you explain what you know about the text that I read to you? What happened in the story?
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Children should be taught to understand both the books they read accurately and fluently and those they listen to by:

...drawing on what they already know or on background information and vocabulary provided by the teacher What do you already know about this topic? Have you ever been in a similar situation? What happened?	...checking that the text makes sense to them as they read, and correcting mistakes Did what you read make sense? Which word/s might you need to correct?	...discussing the significance of the title and events Why did the author choose this title? Does the title help us to choose the right book to read? What happened first/next/at the end?	..making inferences on the basis of what is being said and done What sort of characters can we find in this story? What usually happens to baddies in fairy tale stories? What usually happens to the good characters? Why do authors include pictures? What do the pictures in this book help us to do?
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...predicting what might happen on the basis of what has been read so far What do you think might happen next? If (a character) does..., what do you think will happen?
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