Reading with your Y1 child



Parent Information Booklet

Introduction

First and foremost, we want to promote the **love of reading**. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.

Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others. So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead? This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations for reading and phonics; and how parents can support **phonics and reading for pleasure** at home.

What is Reading?

Reading is the ability to make meaning from print.

The process of reading includes:

* Word recognition: Ability to identify the written symbols/text in print.
* Comprehension: To understand the printed words and grasp the knowledge of the information.
* Fluency: Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

1. Improves functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books help in boosting empathy in individuals toward others.
4. Improves knowledge - Reading books help increasing knowledge about different subjects.
5. Sharpens memory - Reading activates hippocampus area of the brain which is responsible for memory and learning abilities of an individual.

Research shows that young people who enjoy reading very much are three times more likely to read above the level expected for their age than young people who do not enjoy reading at all.

Source: National Literacy Trust

National Curriculum Expectations

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.

What This Means for Parents

* Reading at home with your child is so important. It helps them to develop their learning in lots of areas. Your child's teacher will probably send **two books** home - a **phonic decodable book** (linked to your child's phonic ability) and a **colour-banded book** to read and practice at home. You may not always have time to read the whole book but just a few pages a day can increase your child's confidence and get them into the routine of practising and applying their phonic knowledge. Many of these books include helpful notes for parents inside the front or back cover.
* Devote time to reading, make it a quality experience. Show your own interest and pleasure—**don't rush the experience**.
* Initially, reading with your child is about reading to them. **Model clear reading with fluency and expression. Model how to read unknown words.**
* See yourself as a **co-reader** - taking part, offering support and promoting their reading in positive ways. Read to them and take turns with them in reading a section each of the text. Read everything **out loud.**
* Read a range of different texts - nursery rhymes, newspapers and magazines articles, poems, leaflets of place you might visit, recipe books, food labels, instructions, fairy tales… the list is endless. Why not visit the library?
* If your child wants to read a book from home that's fantastic. Most children this age love to read new and familiar stories. Reading and listening to the same book lets them see or hear words and phrases enough times to remember them, and also helps them to think again about the ideas in the book.
* Show your child how to find information in a book rather than quickly finding it for them.
* **Ask questions** about the story as you read it. The grid provides suggestions on things you could say to support your child's understanding followed by some top tips for whilst you read.

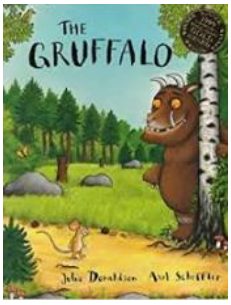
Y1 children are expected to:	**To support this, you could say/ask:**
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me… Can you remember the next bit?
relate reading to their own experiences	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 stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? What happened after that?
discuss the significance of a title and events	Why do you think it's called… (Jack and the Beanstalk)
make predictions on the basis of what has been read	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? Look at the words the author 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 think you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and ellipses (…) within texts	Can you find three capital letters on this page before I can?

Y1 children are expected to:	To support this, you could say/ask:
know why the writer has used the punctuation (CL . ? ! …) 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 Twinkle Twinkle while we got ready.
be encouraged to say whether or not they like the text, give reasons why	Did you enjoy that story? What was your favourite part?

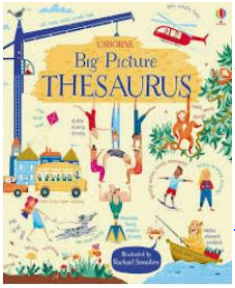
Top Tips - Helping Your Child Read



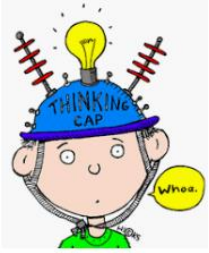
Ask questions
Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?



Use Pictures
Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?



Alternative Words
Discuss alternative words e.g. Which word could the author use that's a bit more exciting that big? Use a thesaurus together. For an online thesaurus suitable for Y1, visit http://wordcentral.com/



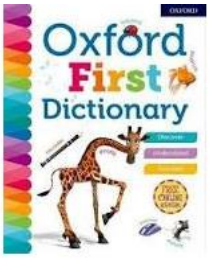
Make predictions
What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Start in the Middle
Start in the middle of the book. What do you think happened before this point? What makes you think that?



Setting 'I Spy'
Discuss the setting of the story? Have you read another book with the same setting? Play 'I Spy' games - Can you find a picture of a…? How many… can you see?



Explore the Meaning of Words
Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.
For an online picture dictionary suitable for Y1, visit https://kidspicturedictionary.com/



Learning something new
Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.



Sound it Out
If your child gets stuck on a word, try phonics first. Get your child to say the letter sounds e.g. c, l, a, p and then blend together to hear the whole words (clap). This is called blending. If they are really stuck, then it is best to tell them the word.

The most important thing is to make reading FUN.

Phonics
The National Curriculum states that year 1 children must use their phonic knowledge as the prime approach to reading unfamiliar words. They must be able to respond speedily with the correct sound to graphemes (letters or groups of letters e.g. sh for all 40+ phonemes , including, where applicable, alternative sounds for graphemes. At school, we use Read Write Inc. (RWI) programme to teach phonics - please read '**Phonic Teaching and Learning at Coley Primary'** for more information. Children need to develop the skills of blending the sounds into words for reading and apply this skill when they encounter new words.

Phonic Screening Check
Children in year 1 throughout the country take part in a phonics screening check during the same week in June. The test contains 40 words. Each child sits one-to-one and reads each word aloud to a teacher. It takes about 10 minutes and the list of words comprises 20 real words and 20 pseudo words (nonsense words). It helps school to identify the children who need extra help and put appropriate support in place to help the children improve their phonic/reading skills.

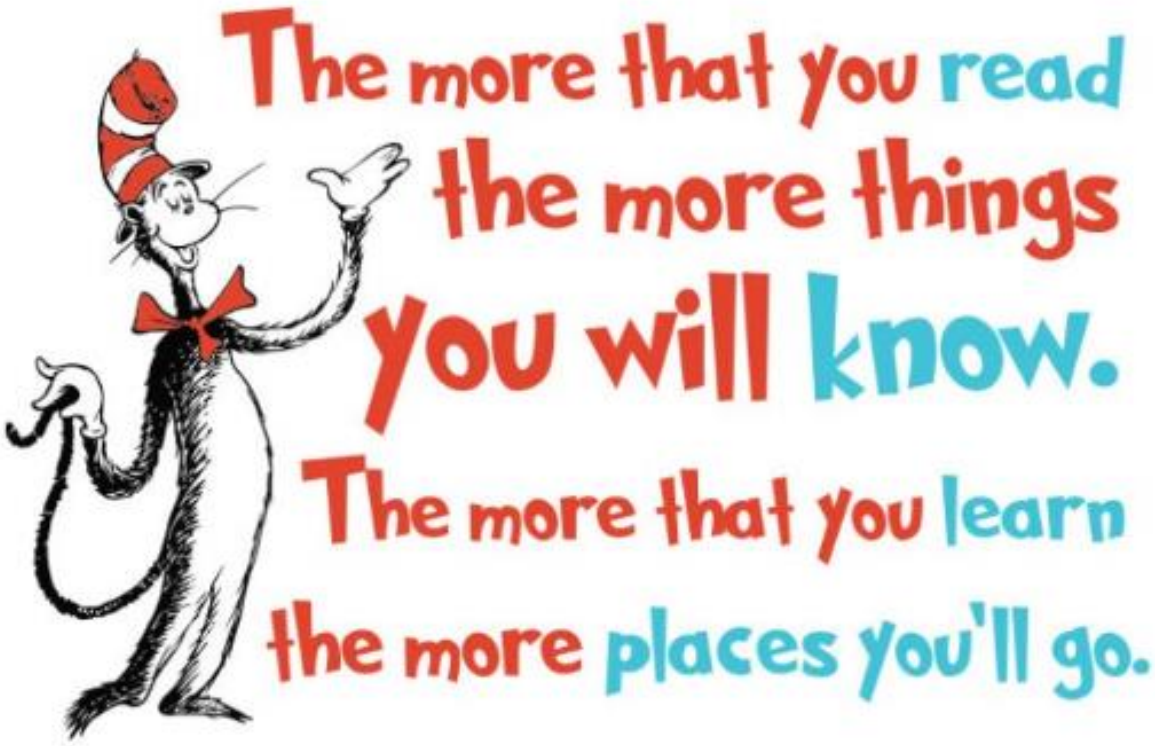
Top Tips - Developing Phonic Skills

1. Turn off the TV so that you can listen and talk to your child. Model
1. correct speech and pronunciation. Ask your child lots of questions.
2. Play lots of sound and listening games such as 'I Spy'. Can you find something beginning with…? How many… words can you see?
3. Pretend to be a robot. 'Bring me your b-a-g.'
4. Blend the sounds by pointing to each one e.g. /c/ in cat, /p/in pal.
5. Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.
6. Pretend that you are struggling to read a particular word and ask them to read it to you. (Make sure it is within your child's phonic knowledge)
7. Play with magnetic letters on a magnetic surface e.g. fridge. Put words for them to read and ask them to spell words e.g. pan.
8. Put flour, salt, sand, rice or sugar on a baking tray and spell out words together.

Oxford Owls - https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/ has fantastic videos to help parents and more information about RWI, which was developed by Ruth Miskin can be found on her website - https://www.ruthmiskin.com/en/find-out-more/parents/.

Useful Websites

Oxford Owl
https://home.oxfordowl.co.uk/reading/reading-age-5-6-year-1/
The School Run
https://www.theschoolrun.com/make-time-reading
Book Trust
https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/
Pearson
https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html
Reading Rockets
https://www.readingrockets.org/atoz
Love Reading 4 Kids
https://www.lovereading4kids.co.uk/



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