Roe Green Infant School

Year 1 Reading

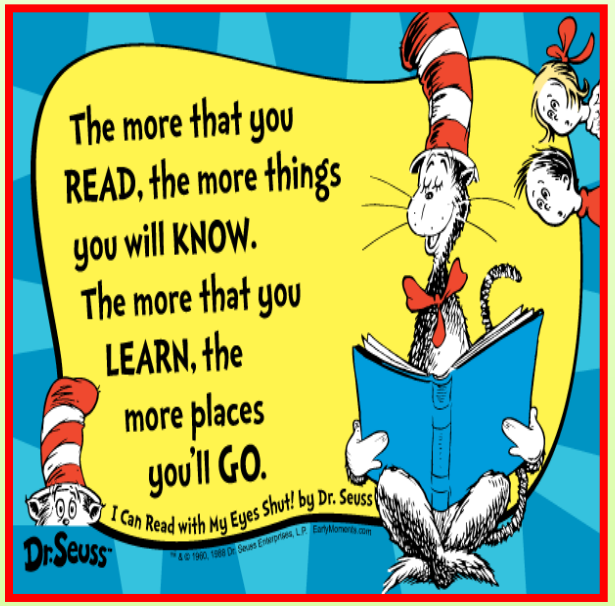
The Power of Reading

The ability to read is vital.

Learning to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being.

There are many reasons why we read and therefore why children will read:

- **for pleasure and interest**
- **for work**
- **to learn about the world e.g. in papers**
- **to obtain information e.g. recipes and signs**



Stages of Reading

1) PRE-READERS:

- Look at books and like to be read to
- Like to behave like a reader
- Learn about words from songs and rhymes
- Learn how the text works
- Use pictures and memory to tell a story

2) EMERGING READERS:

- Ready to receive instructions about reading
- Know the text can be a story or information
- Begin to match written words to spoken words and letters to sounds
- Begin to say words in simple texts
- Use the picture to understand the text

3) EARLY READERS:

- Develop more confidence
- Use mainly phonic strategies to identify words
- Recognise many words and are willing to try new texts
- Begin to talk about the meaning of stories and texts

4) FLUENT READERS:

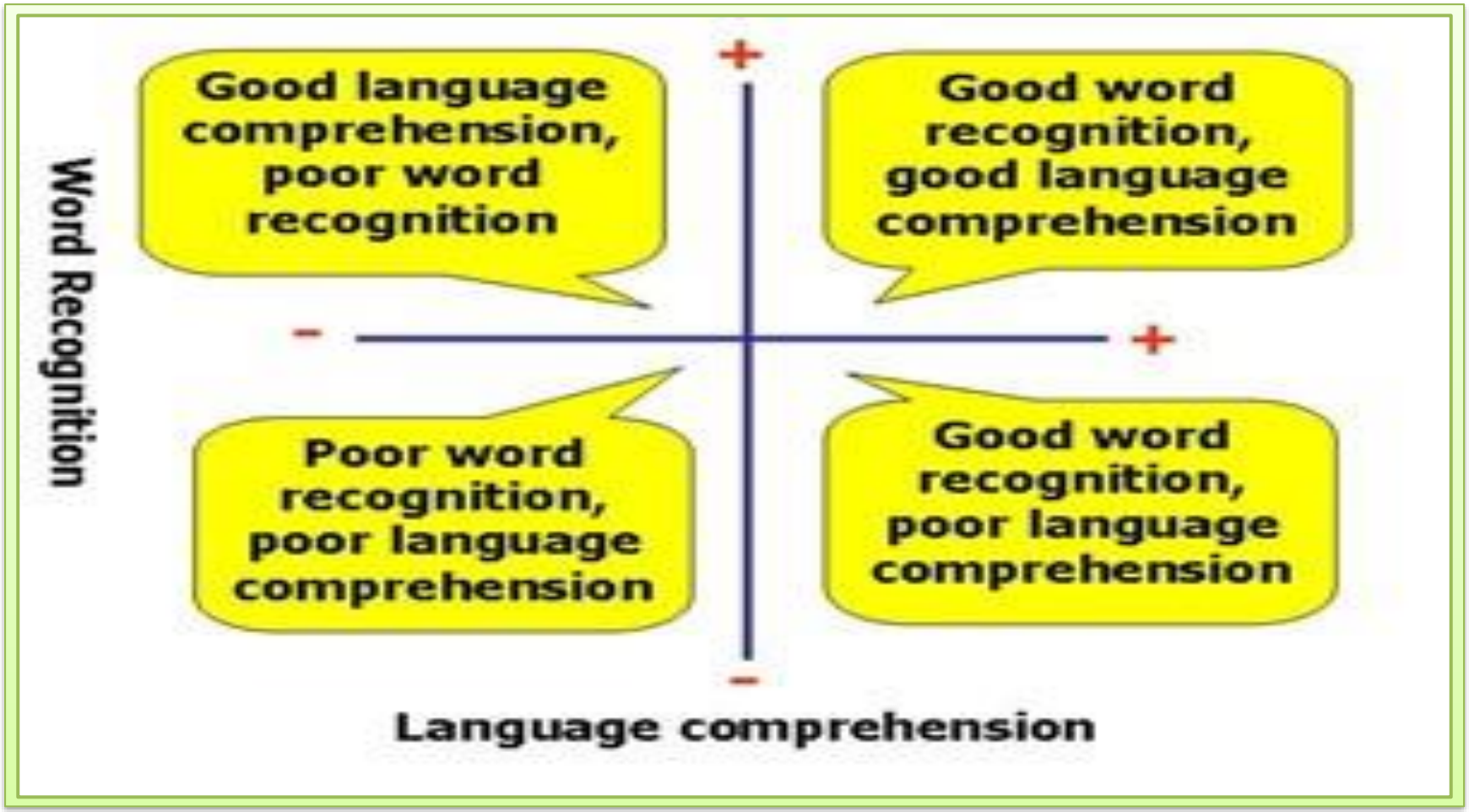
- Read for pleasure and interest with understanding
- Use a variety of methods to identify words and meaning (phonic, graphic, contextual)
- Read a good range of texts, making predictions and commenting on information
- Relate the meaning to their own experiences and knowledge

Reading Requires Two Skills

1. **Phonics and Word Recognition**
- **The ability to recognise words presented in and out of context.**
- **The ability to blend letter sounds (phonemes) together to read words.**

2. **Understanding**
- **The ability to understand the meaning of the words and sentences in a text.**
- **The ability to understand the ideas, information and themes in a text.**
- **If a child understands what they hear, they will understand the same information when they read.**

Simple View of Reading



The Teaching of Reading

- Reading in Year 1 is taught as part of the English curriculum. The primary aim is to encourage children to become lifelong readers who read for enjoyment and knowledge. Equal emphasis is put on the importance of developing decoding and comprehension skills. Guided reading is taught on a regular basis every week so that children are heard reading as part of a group.

The Teaching of Reading

- The guided reading books used are a mixture of book schemes and real books. In Year 1, dedicated comprehension lessons take place once a week. A range of assessment foci is used including accurate decoding of text, reading for meaning, the ability to retrieve information, to infer and interpret information and to identify and comment on the structure of the text.
- Children have access to our well stocked library in Year 1.

Teaching reading in Year 1

PHONIC GROUPS:

- **In Year One, children are in phonic groups matched to their ability.** (These groups are not fixed and could change throughout the year depending on how well your child is progressing).
- **These sessions teach them the sounds and letter patterns which are the building blocks to reading and spelling.**
- **Phonics sessions happen twice a day:**

  Morning (30 minutes) with phonics teacher
  Afternoon (20 minutes) with class teacher
- **It's a very successful way to learn to read as it allows children to decode new words successfully.**
- **It should be used as part of a language rich environment.**

Teaching reading in Year 1

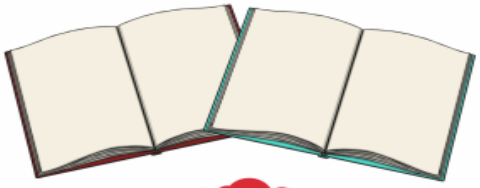
GUIDED READING SESSIONS:

- A quality learning time for a small group who are at the same reading level.
- The teacher and/or TA identifies the next step for those children and they focus on that key skill for one or more sessions.
- Twice a week.

Year 1 Guided Reading Questions

Guided Reading Questions: Level 1

- How can you break down a tricky word?
- What do we need to do at a full stop?
- What happened in the story?
- What is your favourite part of the story? Why?
- Who is the story about?
- Find a page in the book that you didn't like. Why didn't you like it?
- What is this book about?
- Who do you think is telling the story?
- What do you think might happen next?
- How can we find out who wrote/ illustrated this book?
- What does the cover tell us?
- Is this a fiction or non-fiction text?
- Can you spot any patterns in the language in this story?
- Is this book funny? Why?
- Did you enjoy the story? What was your favourite part?
- Is the story like any other books that you have read?
- Did you learn anything from the book?
- What sort of books do you like?
- What sort of characters do we find in storybooks?
- What usually happens to baddies in fairytale stories?



- Why do authors include pictures?
- What do pictures in books help us to do?

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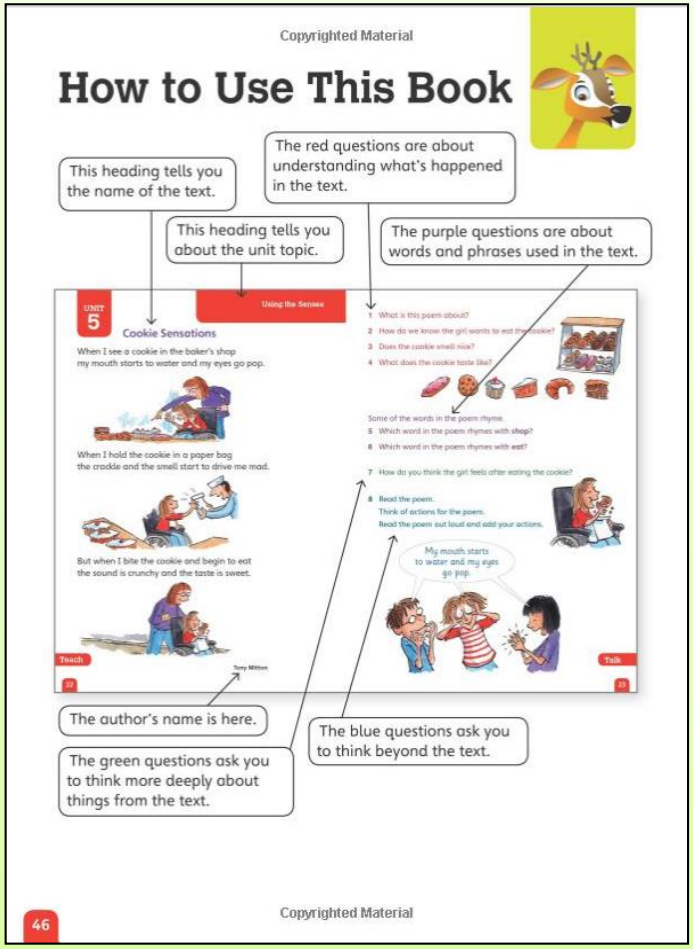
Understanding: Comprehension

- **Being able to read does not mean you understand what you read.**
- **Your child might sound like a good reader but may not necessarily understand what the text means.**
- **The best way to develop understanding is to talk about texts.**

Reading Comprehension Teaching Approaches

Children in Year 1 will be using Nelson Comprehension Book 1

Reading Comprehension Teaching Approaches



By using the book, children will learn:

to understand what is happening in the text

about words and phrases used in the text

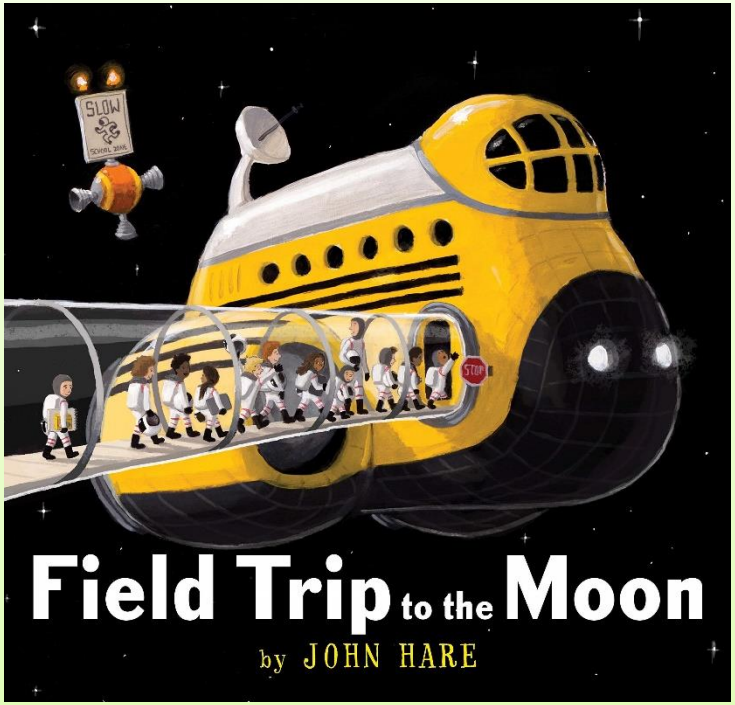
to think more deeply about things in the text

to think beyond the text

Reading Comprehension

- Many children find understanding the texts they read more difficult and need extra support.
- These children may be able to read all the words in a book but struggle with retrieving, deducing or inferring meaning.
- They need particular support before they are able to move onto harder texts.

Reading Comprehension: Using Pictures



- How do think the character is feeling?
- How has the illustrator drawn the character to make you think this?

The First and Most Important Teacher

As a parent or carer, you play the leading role in helping your child move through the stages of reading.

The link between home and school is such an important one – children who are encouraged, supported and taught in both environments will obviously have the best chance of success.

What to do if your child gets stuck on a word

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

How to use these strategies

- John let his pet frog go.
- It ****** across the grass.

  What is the first sound?
- It h***** across the grass.

  What would make sense?
- It hopping across the grass.

  Does that sound right?
- It hopped across the grass.

How to Support Your Child's Reading at Home

- **Read more difficult books aloud to children of all ages - it helps to keep them interested and develop their story language.**
- **Talk about the text as much as possible.**
- **Discuss the language used**
- **Use direct and indirect questioning**
- **Read together –** (paired reading if children are less confident or, if your child is an independent reader, read the same book as them so you can discuss the text)**.**
- **Read with expression.**
- **Visit the library regularly to extend their reading range.**

How to Support Your Child's Reading at Home

- Ensure that from a young age children observe positive examples of reading/books
- Establish good daily reading habits for your children
- Read with your children every day (10 minutes)
- Make reading fun
- Expose your children to a wide range of subjects, authors, genres and themes
- Read a wide variety of texts; stories, poems, information books, magazines, comics.
- Relate books to your children's life experiences & interests
- 'Tell' your children stories – you don't always have to 'read' them

Use Open Questions rather than Closed Questions

CLOSED QUESTIONS	OPEN QUESTIONS
• Do you like this book? • Do you like this character? • It's a good story, isn't it? • Are you good at reading? • Do you like this kind of story?	• What do you like about this book? • What do you think of this character? • Why do you think this is a good story? • Why are you a good reader? • What is it about these stories that you like?

3 steps to reading with your child

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

A little reading goes a long way!

- Remember: a good 10 minutes is better than a difficult half hour!
- Plan a quality, quiet time to read together.
- Ask your child to choose the book. Sharing books that they have chosen means they are more likely to engage with a book.

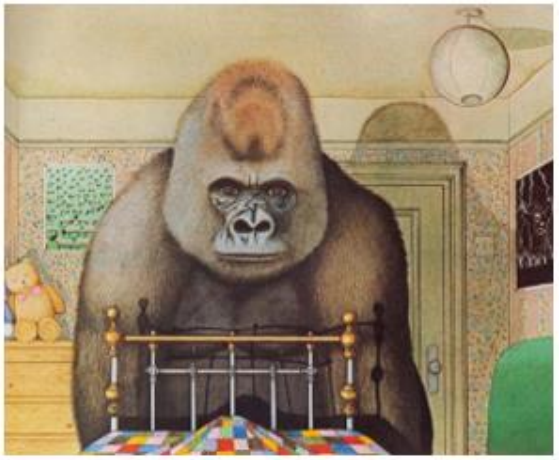
*...**and most importantly**...*

- Encourage your child to talk about their books. Reading is not simply sounding out words on a page, it is also about understanding what has been read.

Step 1: Before Reading

To help your child engage with a book (and reading in general) have a short discussion to get them thinking and wondering about the story before they even start reading. By looking at the front cover, the blurb or even an exciting picture, make predictions about what the book might be about or write down questions they may have about the story. After reading, look back at the questions - have they found the answers?

It is also helpful if the adult does a quick read of the book beforehand to identify any unknown or tricky words. Discuss these words with your child to help aid their understanding while reading.



What can you see in the picture?

Where do you think it takes place?

Does anything look out of place?

Does it remind you of anything?

What do you think is happening?

What would you like to find out?

What kind of story do you think this will be?

Step 2: During Reading

Step 2: During Reading

As you or your child are reading, pause every few pages or after a big event to discuss what has happened so far. Who are the main characters? Which word tells you what the character is like? What are the characters doing? Why are they doing that? What is the problem? How do they solve the problem? How would you have solved the problem?

To ensure a thoughtful discussion and to help your child explore their ideas further, ask them to explain their thinking and try to avoid yes/no questions.

It was a gorilla, but it ***was*** just a toy. Hannah threw the gorilla into a corner with her other toys and went back to sleep.

Why has the author written '***was***' in bold?

Why did Hannah throw the toy on the floor? How do you think she was feeling?

Step 3: After Reading

Once you have finished reading, have a short discussion to ensure your child has understood the book. What was the story about? Who was your favourite character - why? What have you learned about _____? What can you tell me about _____? How would you feel if _____ happened to you? What would you have done differently? Does this story remind you of any other story - why? What did you like about this book? What would have made it better?

The discussion should not be a test, but simply a fun conversation or activity for children to demonstrate their understanding of the book.

Read up to 'In the night something amazing happened'.

What do you think has happened?

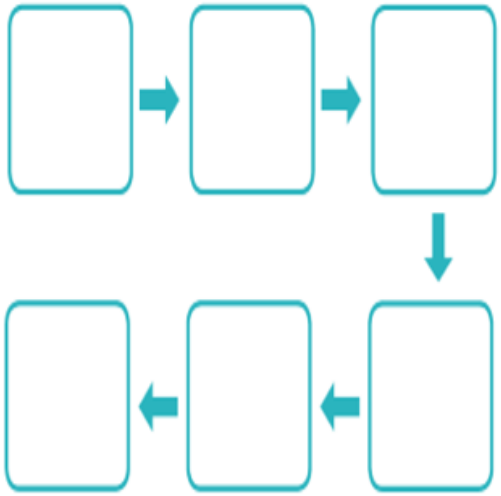
Do the pictures give you a clue?

Does this remind you of any other story?

What happened in those tales?

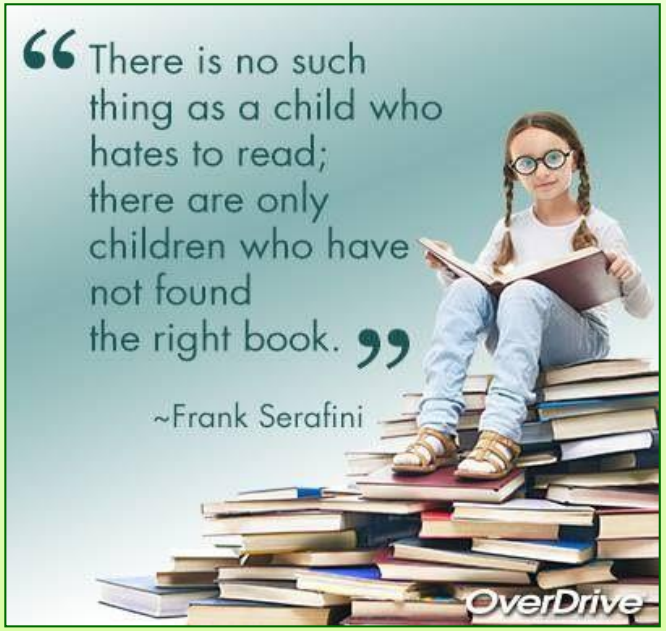
Can you make a prediction of what happens next? Draw a picture and write a sentence to explain your prediction.

Draw pictures to show the journey of a character in your book.



What if my child doesn't want to read at home?

- Model being a reader yourself (if you read at home it is more likely that your child will want to)
- Try to find a 'hook' – help give your child a motivation to want to read for themselves
- Try to avoid confrontation; find opportunities to give positive recognition
- Offer alternative reading material, e.g. internet access, Kindle, magazines, non-fiction, comics, newspapers etc.
- Encourage reading at different times of the day or week
- Download audio books or buy/borrow books on CD or from the local library and then you could listen whilst in the car or before bedtime
- Allow children to read and re-read the same book



Year 1 Recommended Reading

For suggested reading for Year 1 children, we would recommend the following website:

- **https://schoolreadinglist.co.uk/**

Along the top of the webpage are a number of tabs. If you click on the second one from the left entitled 'Suggested Reading for 5-11', a drop down tab appears. Select a year group e.g. Year 1 Reading List, and the recommended books for that particular year group will appear.

This was last updated on 21st September 2021 and so is very current.

- **https://www.booksfortopics.com/year-1**

Michael Rosen's Tips for Reading Bedtime Stories

https://www.youtube.com/watch?v=azRDNDQUjSk

I Opened a Book

"I opened a book and in I strode.
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me."

— Julia Donaldson

Year 1 Reading Workshop

Questions?