



Reading with Your Year 1 Child

Parent Advice Booklet

Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.

Show your child how to find information in a book rather than quickly finding it for them.

Crossways recommends:

Talking about what is happening in the pictures *before* you read the text. What can you see?

Have a discussion of alternative words. For example, 'Which word could the author have used that's a bit more exciting than *big*? Use a thesaurus together.

Giving your child an opportunity to 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.

Occasionally, starting in the middle of a book! What do you think has happened before this point? What makes you think that?

Discussing where the story is set. Have you read another book with the same setting?

Discussing the meaning of new words and widening vocabulary knowledge. Use a dictionary together to get your child used to exploring words for themselves.

Asking your child questions about their text. For example, '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.

Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.



Year 1 expectations with supporting questions

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... I bet you can't 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 stories 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 you reach a full stop?

Year 1 children are expected to:	To support this, you could say:
recognise capital letters, full stops, question marks, exclamation marks and elipses (...) within texts	I bet you can't find three capitals 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 is it 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?

Don't forget the importance of phonics!

- Make time to listen to and talk to your child.
- Model correct speech and pronunciation.
- Ask your child lots of questions.
- Pretend to be a robot. 'Can you bring me your s-o-ck-s?'
- Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?
- Ask your child to sound out phonemes as you write. For example, the weekly shopping list or reminder notes.
- Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.
- Play with magnetic letters on the fridge. Can they spell given words?
- Pour flour, salt, rice or sugar on a baking tray and spell out words together.

ai	rain	nail	ir	girl	shirt
ee	sweet	sheep	oo	moon	spoon
oa	coat	soap	igh	light	night
oi	coin	coil	ow	snow	crow
air	hair	chair	or	fork	cord
ear	tear	beard	ur	surf	turtle
ow	cow	clown	ure	cure	picture
ar	car	park	er	letter	ladder
ay	hay	spray	ng	king	tongue
ou	cloud	house	ch	cheese	lunch
ea	meat	peas	sh	ship	fish
aw	lawn	claw	th	thumb	cloth



Reading Scheme Books at Crossways Parent Information Guide

Reading underpins the whole curriculum throughout the Early Years and the Primary Phase, therefore reading fluently with good comprehension is essential as all curriculum subjects rely on this.

Children learn to read by using their knowledge of challenge words, sight vocabulary and phonics. Children need to know all taught phonemes to access words in particular book bands. After these skills are learnt, children begin to pick up fluency, new vocabulary and apply comprehension to increase their reading ability. Fluency is the ability to read aloud with natural rhythm and expression, recognising or decoding words accurately whilst constructing meaning.

Book banding allows children to select texts from a gradient of challenge. At Crossways through the use of the PM benchmarking assessment, teachers have thoroughly assessed your child's reading accuracy which is matched to their retelling and comprehension skills.

The questions are progressive and go from literal comprehension, inferential comprehension, applied knowledge questioning and vocabulary questions.

LILAC
PINK
RED
YELLOW
BLUE
GREEN
ORANGE
TURQUOISE
PURPLE
GOLD
WHITE
LIME
BROWN
GREY
DARK BLUE
RUBY / DARK RED
BLACK BLACK with WHITE plus