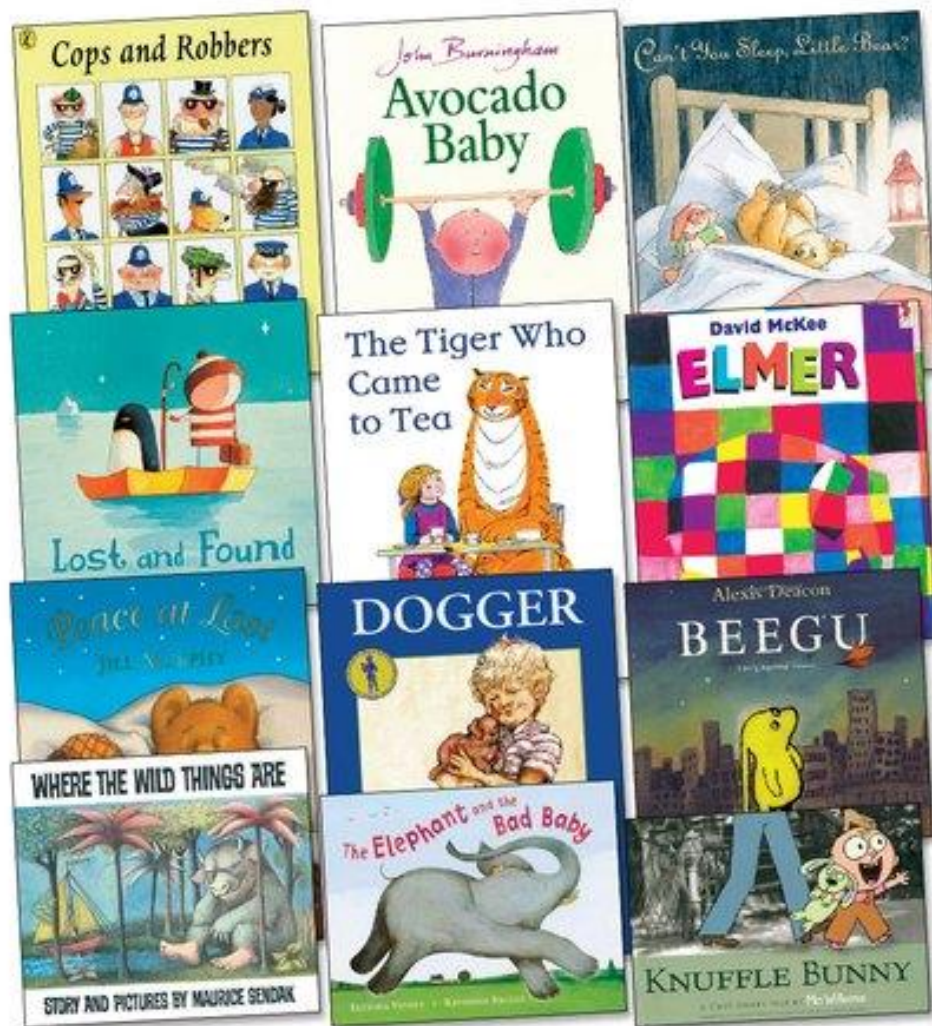


## Reading in Year 1 at Crockerne Primary School



### Reading Skills to Develop (taken from the Year One Expected Standards)

- Use the phonics that they have been taught to read unfamiliar words. This is called decoding.
  - Read words accurately by blending together the sounds in a word
  - Read common words that cannot be sounded out (eg my, they, where, was, your)
  - Read words containing word endings such as -ing, -ed, -s, -er and -est
  - Read words that have an apostrophe in them (eg can't, wasn't, isn't)
  - Understand what a 'title' is and why the book has that title
- Discuss the story showing that they have an understanding of the events
- Join in with the repeated parts of a story
  - Discuss what different or new words mean
  - Verbally re-tell stories that they have read, or share facts that they have learned from a non-fiction book

By the end of Year One your child needs to be able to read books aloud accurately using a mixture of phonic knowledge and simple common words. They should be able to show that they understand the feelings and actions of the characters in the story. Your child should be able to make predictions based on what they have read so far. They should be able to recognise when what they have read does not make sense, and re-read it correctly.

### **Reading a book together**

- Make the reading time short, about 10-15 minutes.
- Choose a time when your child is willing and not too tired. Read a variety of fiction and non-fiction books.
- Talk about the book, the title and the pictures before and during reading.
- Encourage your child to use the pictures to help guess the words
- When your child brings home a new reading book, do not expect them to know all the words.
- Take turns when reading and support your child in learning new words.
- Encourage your child to use their phonic skills, but don't let them struggle with tricky words
- Above all always use plenty of praise and encouragement –small steps!

### **As their reading progresses encourage your child to:**

- Suggest how the story might end, alternative endings, how it could be improved
- Cover a word and think of another that would make sense
- Discuss characters; what are they like, how are they feeling
- Make links to other books, for example by the same author or on the same subject, and to their own experiences
- Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading for meaning
- Use the correct terminology such as author, illustrator, contents, index.
- Express opinions about the book and who they would recommend it to

### **Reading in real-life contexts**

Let your child see you read, and share it with them, for example reading a recipe, reading the newspaper headlines, reading the destination on the bus, reading shop signs and labels on items in the shop. Some children may prefer to read a comic, non-fiction book or use an internet game. Variety is very important.

### Games to encourage reading

- I-Spy: for early readers use the letter sound but once the children are confident with the sounds use the letter names.
- Make up silly rhymes to encourage children to recognise words that rhyme
- Choose a category and think of items for each letter of the alphabet, for example: apple, banana, cherry and so on.
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them.
- Play memory games such as Snap!

### Common 'Tricky' Words for Year One

a, I, is,	by, my
be, he, me, she, we	the, they, there,
said, says	no, go, so
here, where	do, to, today
are, were, was	his, has
you, your, our	love, come, some, one, once
put, push, pull, full	house, friend, school, ask, of

### Recommended Reading Books for Year One

- The Very Hungry Caterpillar by Eric Carle
- The Bad Tempered Ladybird by Eric Carle
- We're going on a Bear Hunt by Michael Rosen
- Peace At Last by Jill Murphy
- Funnybones by Allan Ahlberg
- Cops and Robbers by Allan Ahlberg
- The Gruffalo by Julia Donaldson, pictures by Axel Scheffer
- A Bear Called Paddington by Michael Bond
- A Lion in the Meadow by Margaret Mahy
- Hairy Maclary from Donaldson's Dairy by Lynley Dodd
- Owl Babies by Martin Waddell, illustrated by Patrick Benson
- Mister Magnolia by Quentin Blake
- Katie Morag's Island Stories by Mairi Hedderwick
- My Friend Bear by Jez Alborough
- Avocado Baby by John Burningham
- The Tiger who Came to Tea by Judith Kerr
- Meg and Mog Stories by Helen Nichol
- Not Now, Bernard by David McKee
- I Want my Hat Back by Jon Klassen
- Where the Wild Things Are by Maurice Sendak
- Tyrannosaurus Drip by Julia Donaldson, illustrated by David Roberts
- Aliens Love Underpants by Claire Freedman, illustrated by Ben Cort

For more suggestions look on [www.schoolreadinglist.co.uk](http://www.schoolreadinglist.co.uk)