

Here are some more good questions to ask:

Who was the character that...? Show me in the text where you found...?

What is happening at this point/in this part of the story?

Find one/two things that the main character did in this part of the story.

Why was...important in this story? Tell me about what sort of character/person... was from the things they did/said in the story.

What do you think...thoughts were at this point in the story/play?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/ excited/ disappointed, etc.? Which part of the story best describes the setting/ characters/action? Which words and /or phrases do this? Find some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

Why do you think the author chose this particular setting for this story?

How does this make the reader want to read on?

There are ideas on our school website for reading and lists of good books. Happy reading

Year 1 Reading information leaflet



The main focus of reading in Years 1 is to build on the phonics and word skills taught in Foundation Stage so that your child learns to read at a steady pace when reading aloud and understands what they have read. The Government expect that by the end of year 2 children should be able to read 90 words per minute. During Year 1 your child should be becoming more fluent and reading more at a speaking speed. This will depend on how well their phonics knowledge has developed and the tricky high frequency word bank knowledge.

We know some parents find early reading a bit dull and repetitive e.g. learning the tricky words and reading the short lines in books. But, the quicker your child learns the mechanics of reading, the better reader they will be for life!

Children need to practise their words and read at **least every other day** to build their skills. The word reading is so important because sounding out words with phonics is slow, but effective. Reading words from memory is quicker and when they do this they feel like a reader! When a child begins to read slowly but surely they begin to enjoy it. The effort of the early days really pays off for them and for you!

At home try to read at a good time together—bedtime is best for reading fun stories and for you to model how to read. Try to practise words and reading at a time when your child is not tired.

The next stage after hesitant reading is the “reading like a robot” stage. It is important to practise reading short sections with expression, model for the child how to do this. Reading without expression should be a short phase. Children should re-read a page or two with different expression rather than reading a book once and wanting to change it. Children can only read with expression at this age when the words are known to them, this is why you should re-read pages.

Some children can read the words but do not easily understand what they are. Ask questions which encourage your child to give their own opinions for example; What did Jim do? Why do you think he did it? What might happen next? What is a good word on that page? What does this word mean? What could the character do differently next time? You will think of good questions as they read.

Encourage your child to read a range of texts such as poems, stories, fairy tales, funny stories and joke, comics, non-fiction and everything in between.

When your child reads to you or after they have read alone, check their understanding. Pick out key words from the text and ask what they mean. Try to put the new word into a sentence to help understanding.

Children with a large vocabulary bank of words read much better than others and also do better with writing as they have a wider range of language to select from.