

# How to help with reading at home in Y1

- Read lots! ! Don't forget to complete our Red Every Day award card every time you read with your child.
- Keep reading time relaxed, comfortable and pleasurable, with the television turned off!
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: What do you think it will be about? What sort of book is it? Have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word.
- If your child is really struggling, take over the reading yourself and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time. Re-reading is very important to develop fluency and confidence.

**Let your child  
see you reading!**

Read lots of books to your child even when they can read themselves! You can borrow books from the school library. Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

If your child is stuck on a word encourage them to:

- Use the pictures
- Sound out the word
- Reread the sentence
- Skip the word and come back to it



# Teaching your child to use inference

- Explain to your child that we make conclusions about things and draw inferences all the time. Draw a conclusion together and then talk about what clues were used to come to that conclusion. For example, Erin played outside today. How can we tell? Muddy shoes, jump rope on front porch, water bottle out. Dad seems tired tonight. How can we tell? He's rubbing his eyes, he's on the couch, he was yawning at the dinner table.
- Paper bag mystery person: Put a few items into a brown paper bag. Tell your child the bag belongs to a certain type of person. Their job is to tell you something about the person. Then, take out each item one by one and talk about it.
  - Example 1: goggles, a swim cap, a swim ribbon, a stop watch
  - Example 2: a bookmark, a library card, a stuffed animal, a book
- Play twenty questions! This familiar word game helps build inference skills. As your child develops skill with the game, encourage him to avoid asking direct questions like, "Is it a dog?" Rather, encourage him to ask broader questions, "Does it walk on four feet?" Then, when your child figures it out, ask him to tell you the clues that lead to the right answer.
- Learning to draw conclusions and inferences is a skill that develops over time. The skill requires children to put together various pieces of information, and relies on good word knowledge. Help your child to extend their vocabulary see our word list below.
- Ask appropriate questions about the book:

## Fiction Books

### Questions about characters

- What does ..... look like? Use parts of the story to explain how you know this?
- What sort of things does ..... get up to?
- Why do you think that ..... behaves in the way that he/she does?
- Do you feel that you are in any way similar to .....? In what way?
- Why do you think ..... said "....."?

### Questions about settings

- Where do the main events take place?
- When do the main events take place?

- Why do you think the author chose the settings that he/she has?
- Do you think that the settings are well described? Why?

### General questions

- Does what you have read in your book today make you want to carry on reading? Why/why not?
- What main events have taken place in your book?
- What was the result of these events?
- What do you think may happen next & why?
- What part of the story do you think is the funniest/saddest/most interesting?
- How do you think the story will end?
- Why do you think the book is called ....?
- Did anything in the book make you think about something that once happened to you?

### Non-fiction Books

- What have you learnt from your reading today?
- Who do you think would find this book most interesting and useful?
- Here it says (point to the contents page) ..... is on page ... What do you think that page will be about?
- How would you use the index to find something out?

### Poetry

- What pictures did it make you think of as you read the poem?
- What is the poem about?
- What is it about the poem that you liked?
- How do you think the poet is feeling about what they are writing about?
- Did the poem remind you of anything else that you have read?

# How we teach handwriting

In Year 1 we teach children to write letters using a 3 line guide. Children learn that some letters are tall (ascenders) e.g. b, k, l and that some letters hang below the line (descenders) e.g. g, y.

