

# Developing Confident and Fluent Readers

## Year 1

### Our Approach to Reading

This booklet is designed to give parents an overview of expectations in Year 1 linked to the English reading curriculum.

It outlines the following:

- ⇒ Curriculum expectations in reading for children in Year 1
- ⇒ Approaches to learning used by staff at Acresfield
  - ⇒ Ways you can support your child at home

In Year 1, children should be ...

- reading a range of different texts including stories, poems, non-fiction
- sounding out words with increasing accuracy and fluency
- answering simple questions about what they have read and making basic predictions

## Word Reading

- apply phonic knowledge (letters and sounds) and skills to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes, including, where applicable, alternative sounds for graphemes eg. The letter c is pronounced differently in cat and circle
- read accurately by blending sounds in unfamiliar words
- To begin to read words where -s, -es, -ing, -ed, -er and -est endings are added
- read other words of more than one syllable
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the missing letter(s)
- re-read books to build up their fluency and confidence in word reading.

At school the children are taught their letters and sounds every day.

### Strategies to support word reading

- Using the pictures for clues
- Looking for words within a word eg. **Called**
- Miss the challenging word out and read to the end of the sentence and see if the child can work out what the missing word could be.
- Try the different sounds that the letters could make eg find—pronounce the i like in fin then like in lie.

For further support with the range of sounds please visit the Meerkats homepage on our school website—[www.acresfield.cheshire.sch.uk](http://www.acresfield.cheshire.sch.uk)

Click on the link for phonics resources.



## Comprehension

Children should develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction texts at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and begin to correct mistakes independently
- discussing the significance of the title and events
- Understand a character's thoughts and feelings on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Strategies to support comprehension

- Using the pictures to understand what is going on
- Looking at what has already taken place in the story
- Re-reading



## How Can I Help My Child?

Build reading into everyday life  
Support the methods used in school  
Use the pictures to help your child to understand the text

In Year 1 the children read twice a week in school in a guided group. During a week they will have a guided book which they will read in two parts with the teacher and at home. They will re-read the part they have read with the teacher at home. They also have a free choice book (which is the colour below their guided book) which can be changed at each reading session (or more if needed).

Parents can look for ways to reinforce reading in everyday situations. This could include reading signs, recipes, posters and game instructions etc...

Parents can support comprehension by asking the following types of questions -

What is the name of the character?  
What happened to the character?  
Why do you think the character did that?  
What do you think might happen next?  
How do you think the character might have felt?

Reading should be enjoyable for both you and your child.

Read a little everyday and make the time special and fun.

Comment in your child's reading diary each time you read with them, these can include books from home, not just books from school.

