



Reading with your
Navigator—A helpful guide
for Year 1 Parents



National Curriculum Expectations

Year 1

Children need to develop pleasure in reading, motivation to read an increased vocabulary and an improved level of understanding. They will do this by listening to, and discussing, a wide range of poems, stories and non-fiction text at a level beyond that which they can read independently. By frequently listening to stories, poems and information texts that they cannot yet read for themselves, children begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in a non-fiction piece. By reading together, children can also be shown some of the processes for finding out information within a book e.g. modelling the use of a contents page or index.

What this means for parents

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, traditional tales.

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

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?
recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) 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?

Phonics

The National Curriculum states that Year 1 children must use phonic knowledge as the prime approach to reading unfamiliar words. They must be able to read all of set 1, 2 and 3 graphemes by the end of Year 1. Children should also be able to read a words with alternative sounds and containing a range of consonant clusters.















Tips to develop phonic skills

Turn off the TV so you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions. Play 'I spy' games. Can you find something beginning with . . .? How many . . . words can you see?











Pretend to be a robot. Can you bring me your 's-o-ck-s'?

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

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

To become a reader children need to be able to understand and talk about what they have read. As a school we use reading dogs to support children with developing their skills to become a good reader.

Victor Vocabulary



Draw on knowledge of vocabulary to understand texts. He will help you to explore how authors and poets have chosen to use certain words and phrases.

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

Rex Retriever



Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

Which information did you find the most interesting? Why?

Sequencing Suki



Identify and explain the sequence of events in texts.

How/where does the story start?

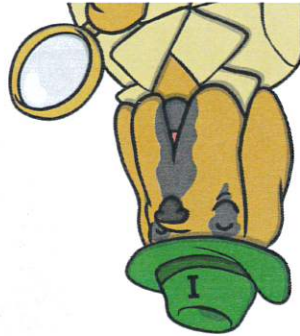
Who do you meet first?

Write a sentence/ draw a picture to show what happened at the beginning/middle/end.

Do you have to read this _____ in the order it has been written? What happens if you don't?

Inference Iggy

Make inferences from the text. He will look for clues to see how people are feeling or why something is happening.



What effect did the author want to create by _____?

Why does the author use the word _____ here?

Can you explain why _____?

What do you think the word _____ means? Why do you think that?

Predicting Pip



Predict what might happen based on front cover, title, blurb and what has been read so far.

What do you think will happen next?

Where do you think _____ will go next?

Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?

What sentence or phrase do you think will come next?