



**Supporting and
Learning together
KS1 Reading**

National Curriculum

Year 1

Children need to develop:

- pleasure in reading
- motivation to read
- increased vocabulary
- improved understanding

Children to listen to:

- stories
- poems
- information texts
- texts they cannot read for themselves

Year 2

Children need to develop:

- pleasure in reading
- motivation to read
- increased vocabulary
- improved understanding

Children to learn about cause and effect in:

- narrative texts (Why has this character behaved this way?)
- non-narrative texts (Why are certain dates celebrated annually?)

Year 2 Expectations

- Continue to practise phonics
- Retell a story using key events and characters
- Decide how useful a non-fiction book is
- Be aware that books are set in different places
- Relate what they have read in their own experiences
- Continue to build up a repertoire of poems learnt by heart
- Recognise key themes and ideas within a text
- Make simple inferences about the thoughts and feelings of characters and the reasons for their actions

Phonic Knowledge
























The National Curriculum states that in Year 1 children must use phonic knowledge as their primary approach to reading unfamiliar words.

- By the end of Year 1 children should know all Phase 2,3 and 5 graphemes
- Children will continue this in Year 2 and extend their sound knowledge further

Letters and Sounds

There are larger copies of these sound mats for you to take home.


















My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

Shared Reading

In Shared Reading we focus on reading and comprehension skills.

When reading, children are encourage to:

- use phonics *WHEN* needed
- make their voice sound interesting
- read at a steady pace
- read clearly
- focus on the volume of their voice

Shared Reading

In Year 1 and Year 2, we build up you child's understanding of reading through five different reading strands:

- vocabulary
- retrieval
- sequencing
- inference
- predicting

You will notice these types of questions when helping to complete you child's homework.

Retrieval questions

This is the most common reading strand your child will be questioned on in KS1. Your child needs to retrieve facts from the text.

Questions to ask your child:

- Where is the story set?
- Where did....go?
- What colour was.....?

Vocabulary questions

You child needs to explore how and why authors have used certain words and phrases.

Questions to ask your child:

- What does this word/sentence tell you about...?
- Can you find a word/sentence that tells you/shows you...?
- Why did the author use the word...to describe...?
- How does this word make you feel?
- What word means the same as...?

Sequencing questions

Your child will need to sequence events in a text and to discuss the order in which things happen.

Questions to ask your child:

- Which character do we meet first?
- What is the ... step in these instructions?
- Put these sentences into the order they happened in.

Predicting questions

Your child will have to predict what may happen next based on what they have already read.

Questions to ask your child:

- What do you think will happen next?
- Where do you think...will go next? Why?
- What might you expect to see in this sort of text?
- Can you think of any stories like this? How do they end? Do you think this will end the same way?

Inference questions

Your child needs to hunt for clues in a text about how someone might be feeling or why something is happening.

Questions to ask your child:

- Why do you think... is feeling...?

Lesson outline

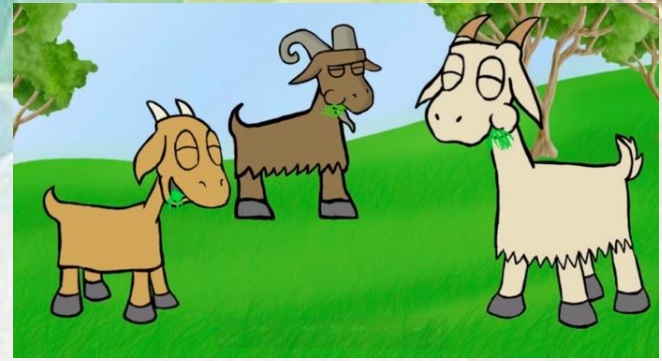
In KS1 we work towards this type of lesson:

- introduce the text type
- discuss what we need to remember when reading aloud
- model reading part of the text using phonics when needed
- read the text as a class
- children to read the text in pairs and read to the class if they volunteer
- discuss how to answer questions
- answer a question as a class
- independently answer questions
- go through the answers as a class
- children to mark in red pen



Lesson

Inference



Once upon a time there were three Billy Goats Gruff. Little Billy Goat, Middle Sized Billy Goat and Big Billy Goat. They lived in a field together. They loved to eat sweet grass, but their field was now brown and bare. They were greedy goats and they had eaten all of grass.

1. How many goats were there?

2. Where did the goats live? Circle one.
house field farm

Shared Reading with parents

I need to:

- Use my sounds
- Read with expression
- Use a clear voice
- Circle key words/question words
- Hunt for the words in the text

How to help at home



Reading Every Day

- Listen to your child read every day
- Read to your child
- Read books at a higher reading level than what they can access
- Talk about new words together
- Ask questions to deepen understanding
- Look for reading opportunities to read such as signs, menus, shopping lists etc

How to help at home

- Turn off the TV when reading
- Magnetic letters
- Read a range of texts
- Show children how to use information texts and find information
- Use dictionaries to find meanings of unknown words
- Make links with other books
- Visit the library
- Use reading as a reward, not a sanction
- Wordsearch
- Eye spy

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Reading Game Ideas

- Play board games that include reading, asking your child to read the clues/instructions
- Ask your child to read menus, notices or posters when you're out and about
- Hide notes around the house for them to read and find
- Ask your child to read out and tick off items on your shopping list



Any questions?