

Learning To Read in KS1

Aims:

- To give you a look at the reading curriculum and the expectations for children in KS1.
- To give you more information about how we teach reading at school in KS1.
- To give ideas about how you can best support your child at home as they are learning to read.

'Reading feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.'

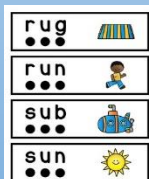
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KS1 Reading curriculum:

One of the aims of the National curriculum is to.....
'develop their love of literature through widespread reading for enjoyment'

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

• word reading



- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

• comprehension (both listening and reading).



- Good comprehension draws from knowledge of vocabulary and grammar and on knowledge of the world
- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

How do children learn to read?

Phonics

Understanding that the letters on the page represent the sounds in spoken words.



Decoding unfamiliar words.

In school we use sound buttons to help us decode.

As well as learning the digraphs (2 letters) and trigraphs (3 letters), in year 1 children learn the skill of blending the sounds into words.

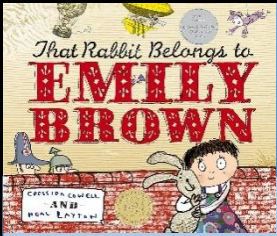
The children will be encouraged to use this skill whenever they encounter new words across all areas of the curriculum.

Watch the **video** to find out how sound buttons and blending can help you,
to help your child at home.

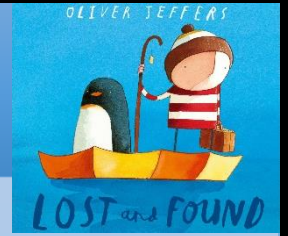
[Sound Buttons Video](#)

Reading familiar words by sight.

See Year 1 and Year 2 common exception words.

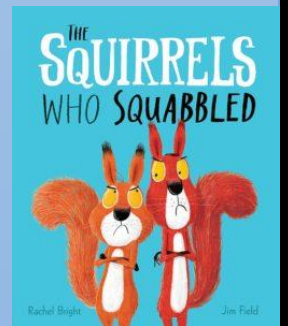
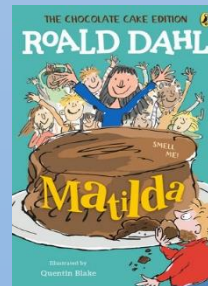
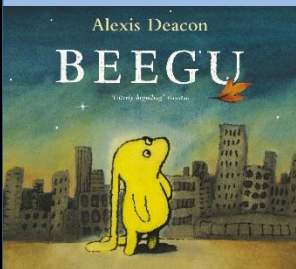


Comprehension



- Good comprehension draws from knowledge of vocabulary and grammar as well as knowledge of the world.
- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

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How can you help at home?



Talking together

Talking together about words and pictures is important and can build a store of vocabulary. It also builds confidence and can be fun!

Involve other family members in your child's reading and make reading something that your family enjoys together.

Notice print in the environment. It might be on road signs, posters, food packets, in a street or in a book.



Read together

Reading together can be a lovely shared experience.

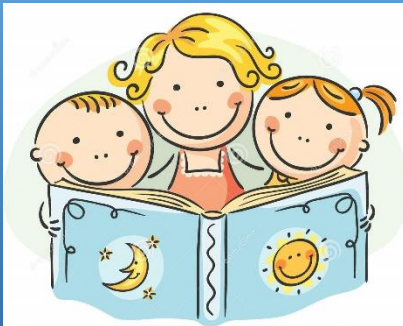
5-10 minutes per day will build confidence and increase fluency.

Shared reading (taking it in turns to read), can be a useful technique for children who are reluctant to read at home.

Reading with your child can reduce the pressure.

Take time to look at the pictures and talk about what you can see.

Try to relate what you are reading back to your lives..... 'that's like when we.....'



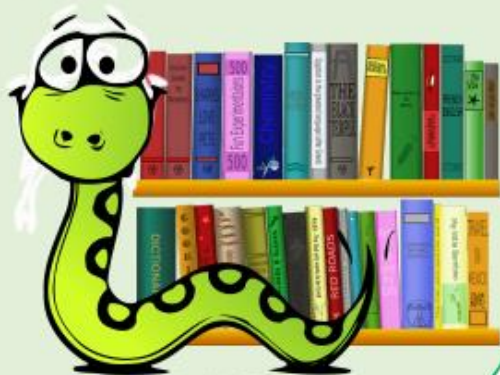
Reading to your child is also important.

Sharing a range of books gives your child a rich and varied reading diet and helps your child to develop a love of books and reading.

How can children improve their reading skills?

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



Asking your child questions about what they have read builds important comprehension skills.

Have a look at the reading vipers to find out about good questions to ask your child when you are reading at home.

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important?
- Why?
- Which of the words best describes the character/setting/mood.
- Can you think of any other words the author could have used to describe this.
- Why do you think is repeated in this section?

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb - what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Retrieve

Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story.
- In what order do these chapter headings come in the story?

Why not try some of the titles in the book list below?

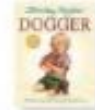
0-5 years



The Cat in the Hat
Dr. Seuss



Dear Zoo
Rod Campbell



Dogger
Shirley Hughes



Each Peach Pear Plum
Janet & Allan Ahlberg



The Elephant and the Bad Baby
Elitha Vpout



Girilla
Anthony Browne



Hairy Maclary From Donaldson's Dairy
Lynley Dodd



I Want My Hat Back
Jon Klassen



I Want My Potty
Tosy Ross



I Will Not Ever Never Eat a Tomato
Lauren Child



The Jolly Postman
Janet & Allan Ahlberg



Little Mouse's Big Book of Fears
Emily Gravett



Lost and Found
Oliver Jeffers



Mug and Hog
Helan Nicholl & Jan Prikrovski



Not Now, Bernard
David McKee



Princess Smartypants
Babette Cole



Room on the Broom
Julia Donaldson



The Snowman
Raymond Briggs



Ten Little Fingers and Ten Little Toes
Mum Fox



The Tiger Who Came to Tea
Judith Kerr



The Very Hungry Caterpillar
Eric Carle



We're Going on a Bear Hunt
Michael Rosen



Where the Wild Things Are
Sandra Soudak



Where's Spot?
Eric Hill



Would You Rather?
John Burningham

6-8 years



Amazing Grace
Mary Hoffman



The Arrival
Sheun Tan



Asterix the Gaul
René Goscinny and Albert Uderzo



A Bear Called Paddington
Michael Bond



The BFG
Roald Dahl



Charlotte's Web
E.B. White



Clarice Bean, That's Me
Lauren Child



Diary of a Wimpy Kid
Jeff Kinney



The Enchanted Wood
Enid Blyton



Finn Family Moomintroll
Tove Jansson



Five on a Treasure Island
Enid Blyton



Flat Stanley
Jeff Brown



Horrid Henry
Francesca Simon



Little House in the Big Woods
Laura Ingalls Wilder



The Miffy-Molly-Mandy Storybook
Joyce Lankester Brisley



Mister Magnolia
Quentin Blake



My Naughty Little Sister
Dorothy Edwards



Pippi Longstocking
Astrid Lindgren



The Queen's Nose
Dick King-Smith



That Rabbit Belongs to Emily Brown
Cassie Cowell



The Sheep-Pig
Dick King-Smith



The Story of Babar
Jean de Brunhoff



The True Story of the Three Little Pigs
Lynne Reid Banks



Winnie-the-Pooh
A. A. Milne



The Worst Witch
Jill Murphy