



Year 1 Reading



By the end of Year 1, most children should be able to:

- ❖ **Use their phonic knowledge to segment (sound out) unknown words, then blend the sounds together to read the word.**
- ❖ **Recognise most of the Year 1 common exception words by sight.** Flash cards can be used to support children both at school and home with this.
- ❖ **Track the text with their eyes,** using their finger to point to the words for support.
- ❖ **Read with increasing pace and fluency, recognising many words by sight and using their understanding of phonics to decode unknown words.**
- ❖ **Talk about what is happening in the text and what they have read.** In order to support this, questioning is key. It is important to ask simple questions about the story as your child is reading (e.g. Who is the main character? Where did they go?) as well as predictive questions (e.g. What do you think will happen next?)
- ❖ **Begin to spot errors in their reading and attempt to self-correct.**
- ❖ **Discuss meanings of words from the text, linking new meanings to those already known.**

Try to read with your child every day - it doesn't matter what e.g. books, backs of cereal packets, magazines, birthday cards, instructions etc. Longer books can be attempted paragraph by paragraph

It is still important to read to your child, to embed a love of story and model expressive storytelling. Bedtime stories can be an important tool to support routine as well as introduce and expose children to a higher level of vocabulary than might be in their reading books.