

Reading expectations for year one:

Questions adults could ask to help develop these skills:

Identify words that are repeated in a text.

“Can you find the word?”

“Can you show me where you have read this word before?”

Recognise and join in with predictable phrases.

“Let’s say this part together”

“I wonder if you can remember what comes next?”

Relate reading to their own experiences.

“Look at the clothes the people are wearing. Where have we seen those clothes before?”

Re-read a word or sentence if it does not make sense.

“Does that make sense to you? Let’s try it again, shall we?”

Become familiar with key stories, fairy stories and traditional tales, retelling the main events

“Let’s talk through the story. Can you remember what happened at the beginning? And what happened next?”

Discuss the characteristics of key stories, fairy stories and traditional tales.

“Think about the characters in Goldilocks and the 3 bears. How are they similar to the characters in The Three Little Pigs?”

Reading expectations for year one:

Questions adults could ask to help develop these skills:

Make inferences on the basis of what is said and done.

“How do you think _____ is feeling? Why do you think that? The author uses these words to describe the setting. What kind of place do you think it will be?”

Use information that they already know to talk about the text.

“What do you already know about _____? How could this fit in with the book?”

Explain clearly their understanding of what is read to them.

“What has happened so far in the book? Why do you think the character did that?”

Appreciate rhymes and poems, learning some of them off by heart.

“What did you like about? Let’s say the poem together— perhaps we can say a verse each?”

Make predictions on the basis of what has been read.

“So if _____ happened, what might happen next? Why do you think that might happen?”

Discuss the significance of a title and events.

“Why do you think the book’s called _____? What else could it be called?”



Supporting your child's reading —Year one



Below are the “Harder to Read and Spell” words that your child will learn in their phonics lessons in Reception and Year One. These are words that cannot be sounded out but need to be read by sight. Please practise recognising and reading these words when you share books with your child.

I	as	her	said	one	ask	please	sugar
the	his	my	so	do	should	want	because
no	he	you	have	children	would	any	mother
put	she	they	were	love	could	many	brother
of	buses	all	out	oh	asked	again	
is	we	are	like	their	house	who	
to	me	ball	some	people	mouse	whole	
go	be	tall	come	Mr	water	where	
into	push	when	there	Mrs	want	two	
pull	was	what	little	your	very	here	

