

Reading at
home guide
for Key Stage 1.



BRIDGEWATER
PRIMARY SCHOOL

January 2017.

Dear Parents and Carers,

We have developed this guide to assist children when they are reading at home. These ideas and policies are how we teach reading in Key Stage 1. We believe it is best to share school practice with parents and carers to ensure consistency throughout a child's learning.

If you have any queries about this guide or reading at home please do not hesitate to see your teacher and arrange a time to discuss it further.

Remember children need a number of strategies to learn to read. Different children learn through different ways! We encourage them to try a variety and any of these are perfectly acceptable;

Sight vocabulary – learning words by sight, this is particularly important with high frequency words that cannot be sounded out.

Decoding – sounding out words and then blending them together to hear the full word.

Contextual clues – reading the sentence to predict what the unfamiliar word could be or looking at picture clues if they are available.

I hope you find reading this guide useful!

Mr. Doherty and Miss Duffy.

1a Draw on knowledge of vocabulary to understand texts

- Find 5 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words.
- Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, together = to, get, her
- Find 5 adjectives in your book. Now try to use them in your own sentences.
- Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word.
- Find 5 adverbs in your book. Put them in alphabetical order. List any key words or phrases from the book.
- Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.

1b Identify and explain key aspects of fiction and non-fiction text, such as characters, event, titles and information

- List all the characters that appear in the story.
- Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.
- Choose one character from the story. Find three things the author says about this character.
- Draw a picture of your favourite character. Label it with words the author uses to describe the character.
- Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.
- Write down some facts you have learned from your book. Make a fact file about a topic from your book.

1c Identify and explain the sequence of events in texts

- List all the events in your story in the correct order.
- Draw a story mountain or story map to show the events in the book. Draw a cartoon strip of the main events in the story.
- Sequence events from the story.
- Re-write the story in your own words.
- Make a timeline of events from the story.
- Look at these jumbled-up pictures/sentences. Can you put them in order?

1d. Make inferences from the text

- Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view.
- How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?
- Write down three questions you would want to ask a character from the book. Now try to write their answers.
- Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.
- Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.
- Write three alternative titles for the book. Explain why you have come up with these titles.

1e. Predict what might happen on the basis of what has been read so far.

- After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter.
- Write a blurb for the book.
- Think of what might have happened before the story took place. Write this in your own words. Look at the front cover. What do you think is going to happen in this book?

A Guide to Reading.

To begin;

Make sure your child has a **comfortable, quiet place** to sit. Distractions such as TV can make it difficult for children to concentrate. Give the book to your child for five minutes so they can look at it alone. This allows the child to **investigate and explore** the text and pictures independently before starting to read. Read the title together and ask them to **tell you about the story** and any questions they may have before beginning. Remember **talking about books is as important as reading them**. Children need to have enthusiasm for texts so allow them to choose their own from the library as well as their school reading books.

Reading aloud;

It is important that children are given the opportunity to read aloud to an adult as often as possible. It improves their decoding and listening skills. Help your child to **sound out and blend any unfamiliar words**. If they are still unsure, tell them the word and explain what it means. Then read the sentence again together. Remember to **praise lots and tell them why** they have done well i.e. "I really enjoyed listening to that sentence **because** you made it sound so exciting!"

Comprehension;

One of the most important parts of reading is comprehension-understanding what has been read. If a child decodes fluently, but does not fully understand the story or text, then they struggle to enjoy or appreciate books. **It is therefore essential that children are questioned about what they are reading.**

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

A little reading goes a long way!

How to help with reading:

Be positive! Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

Give them time. Let them make a guess before you tell them the word. Let them read to the end of the line before correcting their mistakes. It doesn't matter if you have to tell them the word sometimes.

Spot words inside words. Help them to spot words they know within larger more complicated words.

Let them read their favourites. Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.

Make the story come to life. Encourage your child to read with expression. This will help them read more fluently.

Ask lots of questions about the story. What would you have done if you were.....? Does this book remind you of anything that has happened to you?

Can you guess what is going to happen next?

Use a dictionary. Buy a simple dictionary and use it to check the meanings of new words.

There are five assessable elements of reading for KS1 used in schools. Each focus looks at a different area of reading. We try to **ensure children are answering questions and talking about various areas during each text.** One of the more crucial parts of reading is being able to conclude and infer ideas. **Open ended questioning** such as; 'Why do you think that happened?' or 'What makes you think that?' will help with this. Asking children to tell you why or show you clues in the text/pictures can improve their inference skills dramatically. Remember that children need to **read a variety of texts** such as stories, reports, information texts, poems, etc. **They also love being read to by adults,** particularly if you can do the voices! If you show children you enjoy reading, it will have a positive impact on how they approach reading themselves.

The five assessable elements for KS1 are outlined below:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far