Reading in Year 1 and 2

A Guide for Parents and Carers

twinkl

National Curriculum: Year 1

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of understanding.

They will do this by frequently listening to:

stories;

poems;

information texts;

texts that they cannot yet read for themselves.

By reading with an adult, children can also be shown the processes of finding information within a book, such as the use of contents or index pages.

How to Help

Initially, reading with your child is about reading **to** them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts, such as: recipe books; nursery rhymes; instruction manuals; leaflets for places you wish to visit; traditional tales.

Show your child how to find information in a book rather than quickly finding it for them.

Phonics

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

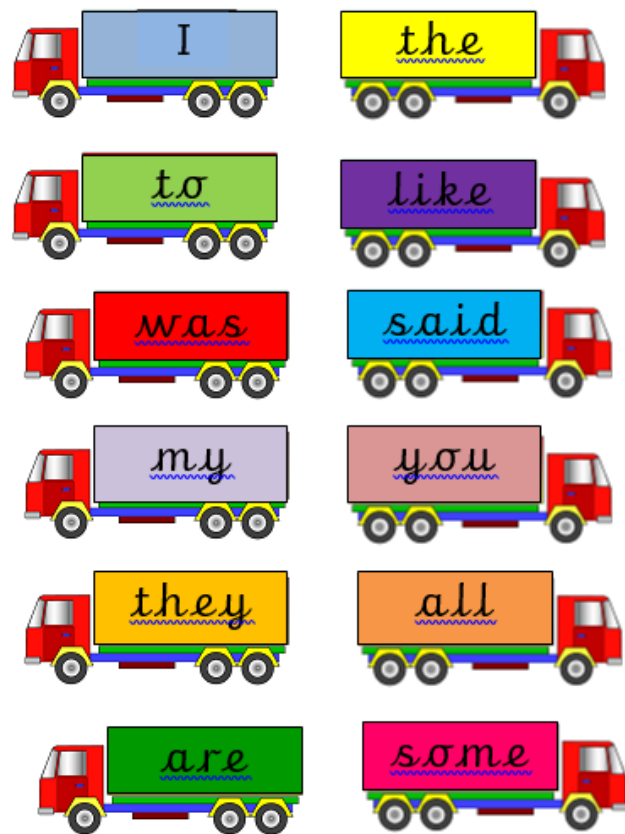Children must be able to read all Phase 2, 3 and 5 graphemes by the end of year 1.

The reason that Phase 4 graphemes are not mentioned is that no new graphemes are taught. Instead, children consolidate their ability to blend words containing a range of consonant clusters.

Sound Mats

Tricky Words

I | the
to | like
was | said
my | you
they | all
are | some

Tips to Help

Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.
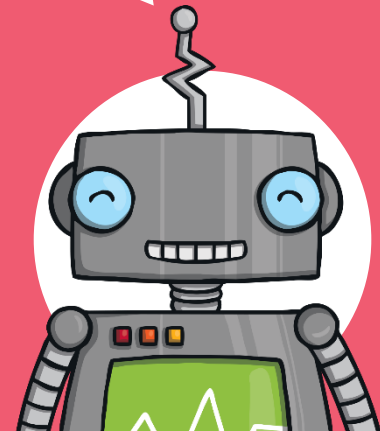
Play 'I Spy' games.
Can you find something beginning with…?
How many… words can you see?

Ask your child to write the weekly shopping list.

Pretend to be a robot.

"Can you bring me your s-o-ck-s?"

Tips to Help

Pour flour, salt, rice or sugar on a baking tray and spell out words together.

Flour

750g

Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.
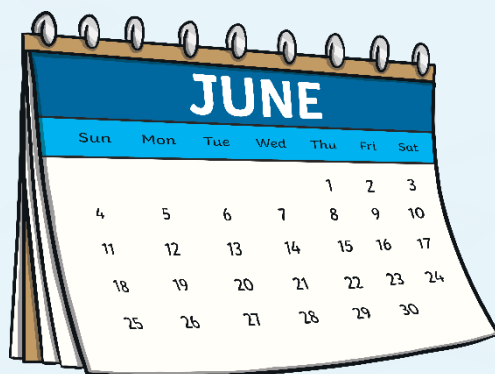
Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.

Play with magnetic letters on the fridge. Can they spell 'pan'?

The Phonics Screening Check

In June, year 1 children are expected to complete the phonics screening check.

The aim of the check is to ensure that each child is making progress in phonics. Children are expected to read a mixture of real words and 'nonsense' words.

If a child has not reached the expected standard, schools must provide additional support to help the child to make progress in year 2.

Example of the Year 1 Phonics Check Materials

Practice sheet: Real Words

beg

at

sum

in

Practice sheet: Pseudo Words

vap

osk

ot

ect

twinkl.co.uk

twinkl.com

Year 1 Common Exception Words

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Reading for Understanding

What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?

Discuss the setting of the story. Have you read another book with the same setting?

Start in the middle of a book. What do you think has happened before this point? What makes you think that?

Use a dictionary together to get your child used to exploring words for themselves.

Reading for Understanding

Make predictions. What do you think will happen next? What makes you think that? If their prediction is off the mark, model your own and give your reasons.

Discuss alternative words, e.g. 'Which word could the author have used that's a bit more exciting than **big**?' Use a thesaurus together.

Have you learnt anything while reading this book that you didn't know before? Pretend that you have learnt a new fact and explain it.

National Curriculum: Year 2

Children need to develop:

pleasure in reading;	motivation to read;
increased vocabulary;	improved level of understanding.

While in year 2, children must add to this by learning about **cause and effect** in:

narrative texts, e.g. What has prompted the character's behaviour in this story?

non-fiction texts, e.g. Why are certain dates commemorated annually?

This skill requires deep thinking and is easier for some children than others.

How to Help

In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'

Continue to regularly model clear reading with fluency and expression.

Share your opinions about a book and explain why you think that.

Discuss appropriate national events and explain why they are celebrated annually.

Explain why people react the way they do within certain social situations.

Year 2 Expectations

Year 2 children are expected to:

use a range of strategies to read new words, e.g. breaking the word down into chunks;

read familiar words quickly without needing to sound them out;

correct themselves when they have read a sentence incorrectly;

read words containing the common suffixes –ful (careful), –ly (slowly), –ness (illness), –ment (treatment) and –less (helpless);

Year 2 Expectations

Year 2 children are expected to:

continue to practise phonics until reading has become fluent;

retell a story, referring to most of the key events and characters;

decide how useful a non-fiction text is for a particular purpose;

be aware that books are set in different places;

relate what they have read to their own experiences;

Year 2 Expectations

Year 2 children are expected to:

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.

Year 2 Common Exception Words

Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

SATs Content Domain Coverage

In the KS1 reading tests, your child's understanding of reading is tested through five different strands, known as 'content domains'. These content domains are:

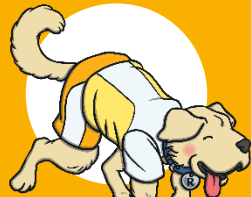**Vocabulary Victor**
Content Domain 1a:

Draw on knowledge of vocabulary to understand texts.

Rex Retriever
Content Domain 1b: Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.

Sequencing Suki
Content Domain 1c:

Identify and explain the sequence of events in texts.

Inference Iggy
Content Domain 1d: Make inferences from the text.

Predicting Pip
Content Domain 1e: Predict what might happen on the basis of what has been read so far.

Getting your child used to answering questions from each of these content domains prepares them for the SATS reading assessment. Asking a few questions per night will build your child's experience.

Vocabulary

Vocabulary Victor will help your child to explore how and why authors and poets have chosen to use certain words and phrases.

Vocabulary Victor

Content Domain 1a:

Draw on knowledge of vocabulary to understand texts.

What does this word/sentence tell you about... (fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you.../ shows you.../backs up what you have said about...?

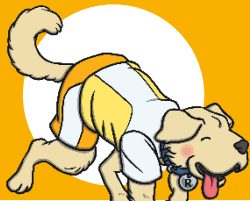Why did the author use the word... to describe...?

How does this word/description make you feel?

Retrieval

Rex Retriever will help your child to delve into a text and retrieve the facts exactly as they are written.

Rex Retriever

Content Domain 1b: Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.

Where/when is the story/poem set?

Is this character a good/bad character?
How can you tell?

Is there a dilemma in the story? What is it?
How is the dilemma resolved?

Find your favourite description of the...

Sequencing

Sequencing Suki likes everything in order!
She will help your child to sequence events in a text and to discuss the order in which things happen.

Sequencing Suki

Content Domain 1c:

Identify and explain the sequence of events in texts.

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order they happened in.

Inference

Inference Iggy will help your child to hunt for clues in a text about how someone might be feeling or why something is happening.

Inference Iggy
Content Domain 1d: Make inferences from the text.

What do you think… is saying/thinking/feeling at this point? Why?

What do you think the author meant when…?

Why does the author use the word … here?

How do you think the author feels about …?
Find words to back this up.

Prediction

Predicting Pip tries to see the future and she will help your child to work out what might happen next based on what they have already read.

Predicting Pip
Content Domain 1e:
Predict what might happen on the basis of what has been read so far.

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 other stories like this? How do they end? Do you think this will end the same way?

Helping Your Child at Home

Talk about what can be inferred from the pictures before you read the text, e.g. 'Why might the girl on the cover be sad?'
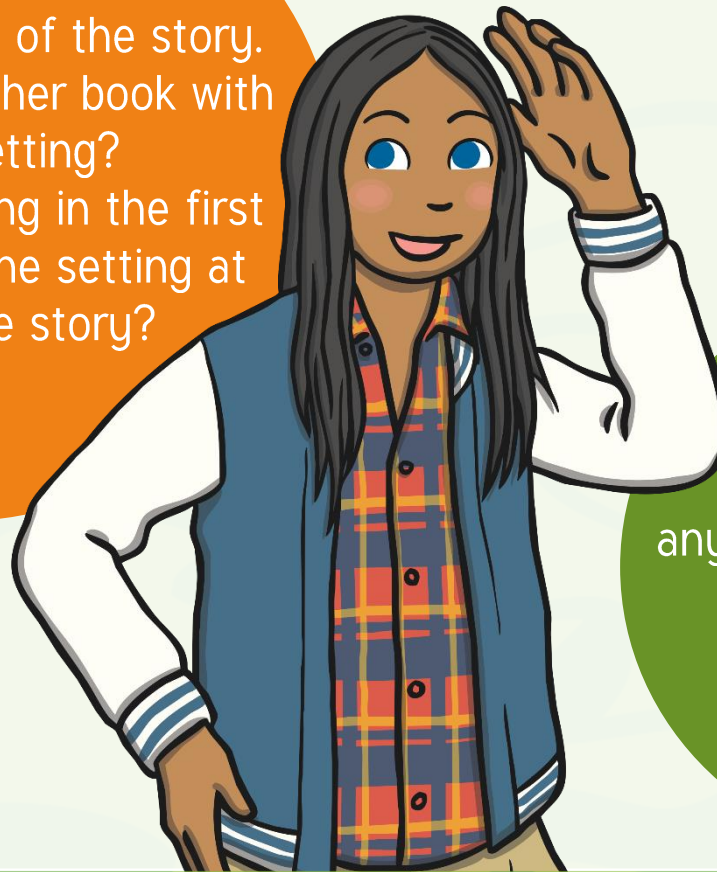
Discuss alternative words the author could have used, e.g. 'Happy is a bit of a boring adjective, isn't it? What word could we use instead?'

Make predictions and be able to justify them.

Helping Your Child at Home

Discuss the setting of the story. Have you read another book with the same setting?
How does the setting in the first chapter differ to the setting at the end of the story?

Have you learnt anything while reading this book that you didn't know before?

Reading Every Day

Reading **to** your child every day is just as important as hearing your child read to you.

Reading to your child will help your child to develop their understanding of what they hear. It can also inspire them to want to read for themselves.

Try to read to your child at a higher level than they can read by themselves.

Remember to talk about new words you come across together. Why not use a dictionary?

Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.

Ask your child to read out and tick off the items on your shopping list as you shop.

Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.

Hide notes with words or sentences on around the house. Encourage your child to hunt for them and to read the notes that they find.

school

Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.

Play board games that include reading. Ask your child to read out the clues.

Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.

Ask your child to read menus, notices or posters when you are out and about.

Drinks Menu

Hot Chocolate
with cream and
marshmallows - £3

Hot Chocolate - £2

Lemonade - £1

Useful Websites

https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-1-pupils-ks1-age-5-6/

https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/

National Literacy trust-Words for Life

Oxford Owl

Love reading 4 kids

Chenies School Library

Have you got any questions?