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How Can I Help My Child With Reading in Key Stage 1?

○ How do children learn to read?

As soon as babies begin to focus on patterns, they are taking the first steps in learning to read. Children read by learning patterns and shapes. Toddlers recognise 'signs' in their environment. Initially it isn't the letter they recognise as adults do; it is the shape it makes. Completing jigsaws and puzzles are some of the first steps a child makes towards reading, by recognising patterns and shapes. Children then move onto more 'letters' and begin to learn how these can make sounds. Before they come to school, they are interpreting pictures and retelling their own stories through play. Oral storytelling and singing songs and rhymes are crucial to early reading.

○ Phonics

Children begin to learn phonics (sounds) in Early Years, in both Nursery and Reception. This is then built upon throughout Key Stage 1. Some children need phonics all the way through to the end of Key Stage 2. Once children begin learning sounds, they are used quickly to read and spell words. Children can then see the purpose of learning sounds. For this reason, the first initial sounds that are taught are 's', 'a', 't', 'p', 'i', 'n'. These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) – e.g. sat, pin. Children then develop segmenting for writing skills, breaking the word into sounds to spell it out. Please see our Guide For Parents: How to Help Your Child Read Using Phonics <http://www.twinkl.co.uk/resource/t-m-888-guide-for-parents-how-to-help-your-child-read-using-phonics> for more detailed information on phonics.

○ Reading to learn

Once children have developed good reading skills and strategies for decoding (usually by the age of 7), they can then begin to read to learn. Reading to learn is understanding the text they have read and applying that thinking to their writing and learning. Children are also taught to comment on the layout of the text, as well as the language the writer has used. They should think about the language and how it has an effect on the reader, and then transfer this into their writing. It is important that children see themselves as readers and writers. They should be encouraged to understand the effect that their reading has on their writing. For example, they can learn from authors' /writers' story plots and choice of language and begin to use these in their writing.

How Can I Help My Child With Reading in Key Stage 1?

National Curriculum Expectations in Reading in Key stage 1 Year 1

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, and discussing, a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, children begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to, and discussing, information books and other non-fiction establishes the foundations for their learning in other subjects. Children should be shown some of the processes for finding out information e.g. using a contents page or index. (National Curriculum 2014)

- Identify which words appear again and again in a text.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read a word or sentence if reading does not make sense.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy.
- Discuss the significance of a title and events.
- Make predictions on the basis of what has been read.
- Make inferences on the basis of what is being said and done. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Read aloud with pace and expression i.e. pause at a full stop; raise their voice for a question.
- Recognise capital letters, full stops, questions marks, exclamation marks and ellipses (...).
- Know why the writer has used the above punctuation in a text.
- Know the difference between fiction and non-fiction texts.

How Can I Help My Child With Reading in Key Stage 1?

- Learn rhymes and poems off by heart and also be encouraged to say whether or not they like the text, giving reasons why.
- Use phonic knowledge as the prime approach to reading unfamiliar words.
- Read all phase 2, 3 and 5 graphemes. Please see our Guide for Parents: How to Help Your Child Read Using Phonics for more detail <http://www.twinkl.co.uk/resource/t-m-888-guide-for-parents-how-to-help-your-child-read-using-phonics>

Year 2

Learn about cause and effect in both narrative and non-fiction texts (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read familiar words quickly without needing to sound them out.
- Read words containing common suffixes.
- Self-correct when they have read a sentence incorrectly.
- Use a range of decoding strategies.
- Retell a story, referring to most of the key events and characters.
- Find the answers to questions in non-fiction, stories and poems.
- Decide how useful a non-fiction text is for a particular purpose.
- Be aware that books are set in different times and places.
- Relate what they read to their own experiences.
- Continue to build up a repertoire of poems learnt by heart.
- Recognise key themes and ideas within a text.
- Make simple inferences about thoughts and feelings of characters and reasons for their actions.
- Recognise key themes and ideas within a text.

How Can I Help My Child With Reading in Key Stage 1?

How can I help at home?

- Listen to your child read every day if possible, even if it is for 5 minutes.
- Encourage them to segment (break up) words into their sound parts and then blend them (push them back together) to read the whole word.
- Discuss their reading - can they guess (predict) what will happen next? Ask them to retell the story so far, or talk about the characters.
- Try not to make reading a chore but set aside a little bit of time whenever you can.
- Visit a library, use digital / eBooks with your child, let children read newspapers and magazines that are appropriate for their age.

Please see our Help Your Child With Reading Poster for Parents:

<http://www.twinkl.co.uk/resource/t-m-1576-help-your-child-with-reading-poster-for-parents>.

Reading Comprehension Question Cards:

<http://www.twinkl.co.uk/resource/t-l-1090-reading-comprehension-cards> - This fantastic set of reading comprehension cards encourages your children to think about, and review, the story they're reading while enabling you to assess how well they understand the story. It features a series of questions such as "What is the story about?" and "Is this fiction or non-fiction?" Have children use the cards as prompts for independent writing activities, or as discussion starters in small groups or as a class.

Reading Comprehension Board Game:

<http://www.twinkl.co.uk/resource/t-l-2211-reading-comprehension-board-game> - Print, cut out and laminate this resource for a lovely reading comprehension themed board game! Follow the simple instructions to see who will win. Great for encouraging turn taking, as well as for practising basic counting, addition and subtraction.