



How to help at home – Year 1

Reading

- Practise reading aloud on a daily basis, focusing on segmenting, blending and comprehension. (See below).
- Do they know all their Reception and Year 1 sounds? (See below).
- Point to the different sounds on the sound mat and get your child to sing the Song of Sounds song or say the sound.
- Can your child read CVC (consonant, vowel, consonant) words e.g. cat, big, had?
- Are they able to sight read common exception words e.g. the, were, was? (See below).
- Practise reading 'nonsense words'. Words which are not real e.g. gilb, flon, poth in preparation for the Year 1 phonics screening.

Writing

- Practise spelling the common exception words given to you at parents evening. (See below).
- Can your child write CVC (consonant, vowel, consonant) words e.g. cat, big, had?
- Can your child write all their uppercase and lowercase letters?
- Practise writing all lowercase letters in cursive. (See below).
- Can your child write on a line from left to right?
- Encourage your child to sound words out independently, listening to all the sounds in the word and use the sound mat to support their writing. (See below).
- Can your child write simple sentences using finger spaces in between each word?
- Remind your child to use a capital letter at the start of a sentence and a full stop at the end.

Maths

- Practise recognising numbers up to 20.
- Practise writing numbers correctly up to 20. Remember to form the **1**, **4** and **7** correctly.
- Learn your number facts to 20 – adding and subtracting e.g. $20 - 3 = 17$, $17 + 3 = 20$.
- Practise addition and subtraction number sentences using numbers to 20.
- Practise counting in 2s, 5s and 10s.
- Practise telling the time (o'clock and half past) on an analogue clock.
- Practise careful counting. Touching one object and saying one number at a time.
- Learn your 2D and 3D shape names. (See below).
- Practise counting on from a number e.g. starting at 6 and counting on to 10 – 7,8,9,10.

KS1 Reading Prompts

Parents often wonder how they can help to develop the reading skills of their children. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good readers, children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

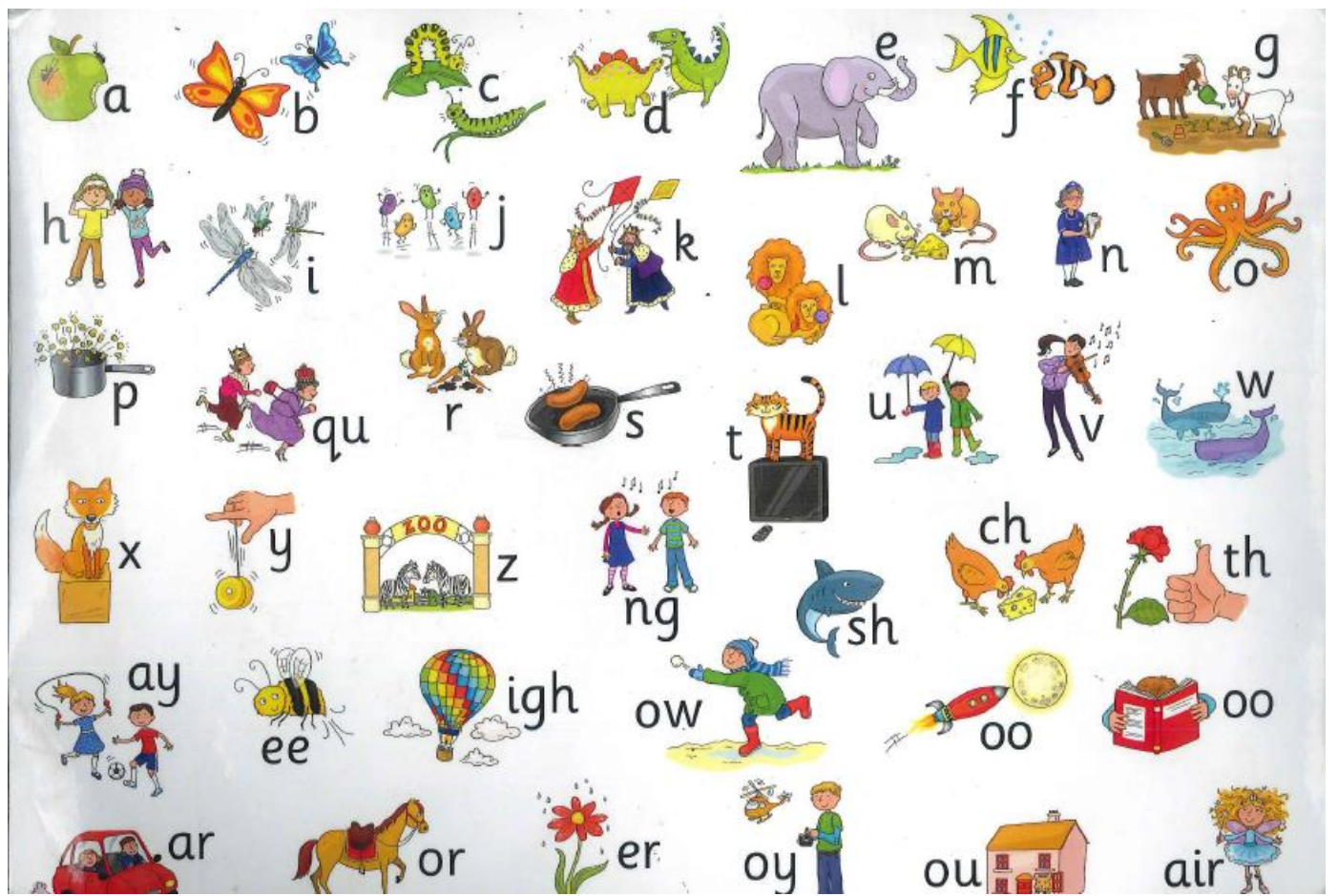
Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect with the book they are reading and link it with real life experiences or with other books they have read and stories heard. They may also link it with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read.

Useful Questions

- Why did you want to read this book?
- Do you like the book cover? What do you like about it?
- Have you read any other books by this author?
- What do you think this book might be about?
- What is the title of this book?
- Who are the author and illustrator?
- Does the picture on the cover give us any clues as to what the story might be about?
- Read the blurb – What clues does this give us?
- Does it sound exciting / happy / sad?
- What has happened so far?
- What do you think will happen next?
- What can you see in the pictures?
- Are the pictures helping you to tell the story?
- Which character is your favourite?
- How would you describe them?
- How would you feel if that happened to you?
- What happened at the beginning of the book?
- What happened next?
- What happened at the end of the story?
- At what point did we realise...?
- What did we learn about the character at the beginning?
- What did we learn about the character by the end?
- Who were the main characters?
- Would you like to be any of the characters? Why?
- How would you feel if you were the character at this point in the story?
- What would you have done?
- What are some of the words the author has used to describe the characters?
- How did the character feel when...?
- Does this character remind you of anything?
- Did you enjoy the story?
- Did it remind you of any other stories?
- What were the similarities?
- What did you like / dislike the most?
- Did any part of the story make you laugh?
- What was your favourite part? Why?
- Were there any words / sentences which you liked?
- Were any of the words in capitals / bold / italics? Why?
- Would you like to read another book by this author?
- Did the story remind you of anything which has happened to you?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? You do not have to ask all of these questions every time you read but maybe choose a few each time.

The greatest encouragement for your child is to see you - their most influential role model – reading!



Year 1 and 2 Common Exception Words

Year 1

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

Year 2

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



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed



a b c d e f g h i j k
l m n o p q r s t u
v w x y z

2D Shapes



Circle



Triangle



Square



Rectangle



Pentagon



Hexagon



Heptagon



Octagon



Nonagon



Decagon

3D Shapes



Sphere



Prism



Cuboid



Cube



Cylinder



Pyramid



Cone

