

At Claregate we use the VIPERS reading domains.

V	(V) Draw on knowledge of vocabulary to understand texts	What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Which word means the same as.....?
I	(I) Make inferences from texts	Which words make you think that.....? How can you tell that ...? Can you explain why.....? Why did something happen? Why did someone do something? How do you think someone is feeling/felt at a point in the story?
P	(P) Predict what might happen on the basis of what has already happened	From the cover/title, what do you think will happen in this story? What will happen next?
E	(E) Explain your preferences, thoughts and opinions about the text.	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not?
R	(R) Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information	Retrieval Questions:- What, Who, Where, When, Why? How much/many?
S	(S) Identify and explain the sequence of events in texts	What happens first in the story? Sequence these sentences from the story? What happened before or after something...?

You can use these questions stems when sharing books with your children at home.

Reading with Your Year 1 Child Parent Advice Booklet



National Curriculum Expectations

Year 1

Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They will do this by listening to, and discussing, a wide range of poems, stories and non-fiction texts at a level beyond that which they can read independently. By frequently listening to stories, poems and information texts 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 a non-fiction piece. By reading together, children can also be shown some of the processes for finding out information within a book, e.g. modelling the use of a contents page or index. Initially Year 1 pupils will rely on using their phonic knowledge to read words moving to becoming more fluent readers.

What This Means for Parents

- 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 – 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.

Year 1 children are expected to:

identify words which appear again and again in a text

recognise and join in with predictable phrases

relate reading to their own experiences

re-read a word or sentence if reading does not make sense

become 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

read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question

recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) within texts

know why the writer has used the above punctuation in a text

know the difference between fiction and non-fiction texts

learn rhymes and poems off by heart

be encouraged to say whether or not they like the text, giving reasons why