St Jude's Catholic Primary School

Reading in Year 1	Reading question starters to support your child at home
Word Reading: 1. **Apply phonic knowledge and skills as the route to decode words.** 2. **Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.** 3. **Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.** 4. **Read many common exception words from English Appendix 1.** 5. **Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.** 6. **Read other words of more than one syllable that contain taught GPCs.** 7. **Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).** 8. **Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.** 9. **Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.** 10. **Re-read phonically decodable books to build up fluency and confidence in word reading.**	*Literal question starters:* Who are the main characters in the story? What did the character say? What does this tell us about them? Where is the story set? Can you describe the setting? Can you find the part of the text/story that tells us that…? What happens at the beginning/middle/end of the story? Can you tell me three things to describe what the character is feeling when…? What are some of the key words in the text that tell us about the setting / characters? What have you found out about from reading this text? What are the main ideas?
Comprehension <u>LITERAL</u> 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 he/she can read independently.** 2. **Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.** 3. **Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.** 4. **Retell some of a familiar story/rhyme when being read to by an adult (one-to-one or small group)**	*Inference Question starters:* From your reading so far, what do you predict will happen next? How will it end? What is this character like? Why do you think that? What do you think…is thinking/feeling? What makes you think that? Why do you think the character did…? Do you think the character was being honest when they said…? Look at the speech. What clues do they give us about the character's thoughts/feelings/actions? What are we told about what the character is thinking? What clues are there?

4. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.

5. Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.

6. Explain clearly his/her understanding of what is read to him/her.

INFERENCE

1.Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.

2. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.

3. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.

4. Answer questions in discussion with the teacher and make simple inferences.

(Non - fiction) How does this information help you answer the following question?
What do you think the main theme is? Why?

LANGUAGE FOR EFFECT

1.Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.

ATTITUDE

1.Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

2. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.

3. Participate in discussion about what is read to him/her, taking turns and listening to what others say.

Language for Effect Question starters:
Which words/phrases tell the reader that the main idea is…?
Which words do you think are particularly effective?
What does this word tell us about the character/setting etc?