

# Year 1

## Supporting your child with English at home

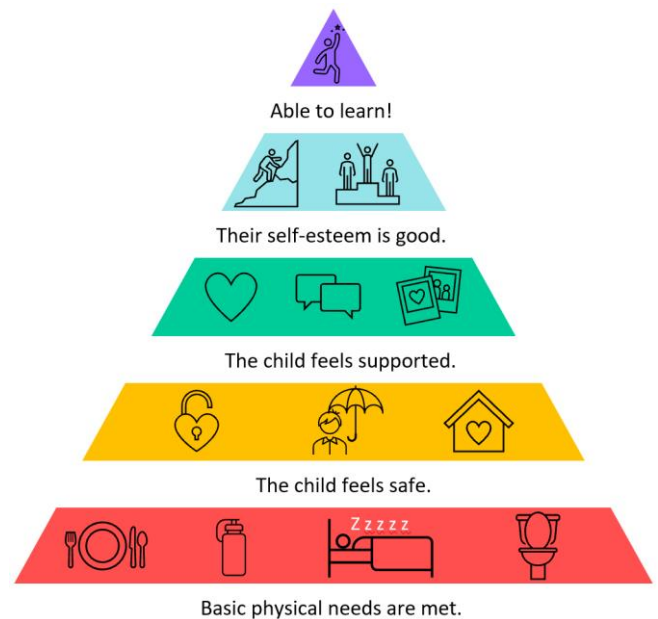


Home-learning can be challenging for both you and your child as everyone is adapting to this unusual situation. The following advice aims to offer helpful, practical tips with supporting your child's reading and writing while at home.



### Preparing to learn: Some top tips

- Ensure your child's **basic needs** have been met: Are they thirsty, for example?
- Make sure your child has a **clear space to work**. Think about the task they have to do – where might they be the most productive/ comfortable?
- Create a new **routine** that works around your family. If possible, involve your child in establishing routines that will enable them to manage the tasks set for them. Your routines should include **regular breaks**, ideally with fresh air.
- Tackle tasks in **short bursts** if your child is finding it difficult to concentrate.
- Where possible, allow your child **choices**. For example, if your child has been given two tasks for the day, give them the choice of which one to do first.
- **Model positive behaviours** to your child. Talk about the strategies you use to help you get through your daily tasks. If something isn't working, talk it through.
- Look for the positives. Things won't always go according to plan. Try to focus on what is going well rather than what has gone wrong. Try to support your child with lots of **praise and encouragement**.
- Consider family **wellbeing**: <https://www.nhs.uk/oneyou/every-mind-matters/>
- Tips for anxiety: <https://www.childrens.com/health-wellness/8-tips-for-managing-childrens-anxiety-about-covid-19>



# Giving just the right amount of support

It's important that you try to encourage independence when working with your child.



You can do this by:

**Self-scaffolding** - This is where your child is working largely by themselves.

**Prompting** - You can give a prompt when your child needs just a little help to carry on working by themselves. For example: 'What do you need to do first?', 'What's your plan?', 'You can do this!'

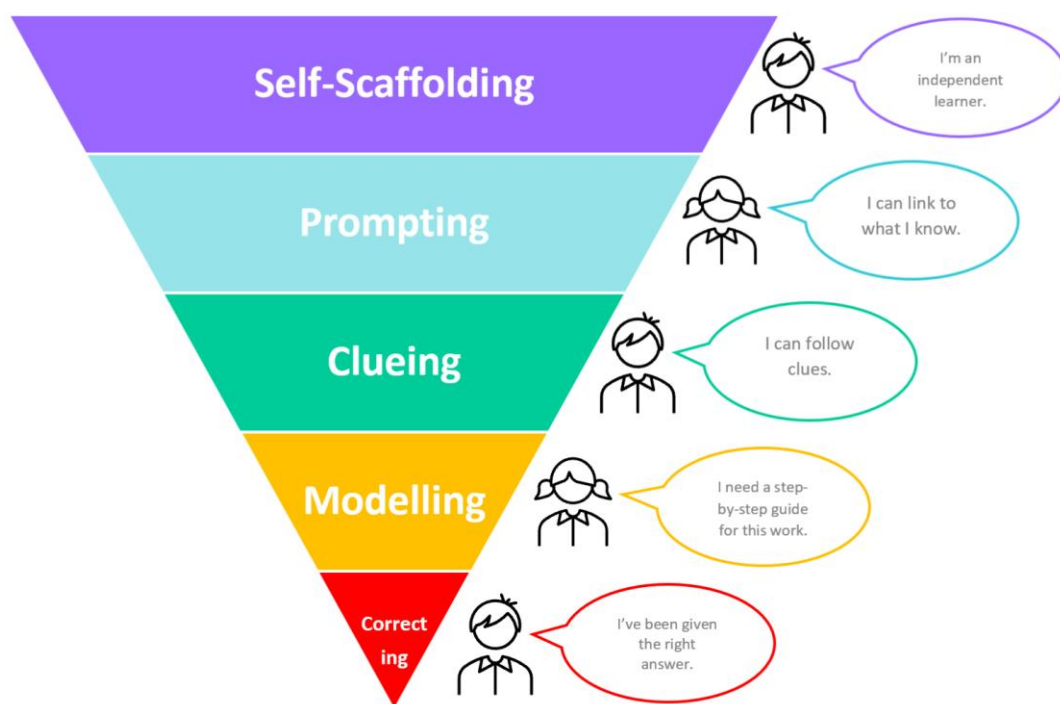
**Clueing** - Your child might need a hint about their work to keep them on

track. Always start with a small clue, then give a bigger clue if your child needs one. For example, 'What does a sentence always begin with?' or 'Let's go back and re-read this sentence again... I think you might have missed something out.'

**Modelling** - Sometimes it is really useful for you to model what to do while your child watches and listens. Your child should try the same step for themselves immediately afterwards.

**Correcting** - Only very occasionally, you may need to give your child answers.

Try to encourage your child to work independently as much as they can.



Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016)

## Completing tasks

It's also important not to be too concerned about your child completing every single task. If your child has tried hard but has not been able to complete a task, let your child's teacher know. Your child's teacher recognises how challenging working at home can be for you and your child. Do what you can: Everybody's circumstances are different and we do understand that.



## Take care of yourself too!

Looking after yourself will have an impact on how you support your child at home. Fresh air each day if possible, a few moments of quiet, enough water to drink and some exercise are all good places to start. Be kind to yourself!

(Adapted from the Book Trust Website)

<https://www.booktrust.org.uk/news-and-features/features/2020/june/how-to-help-your-children-return-to-school-5-top-tips/>



## Why is reading so important?

There is a vast amount of research that shows us how important reading with our children is. It helps to improve your child's concentration and memory, develop their imagination, empathy, vocabulary and listening skills and takes them (and us!) to places we might never otherwise visit. It's also excellent for wellbeing.



## The Importance of Reading Aloud to your Child

**Reading aloud to your child** is very beneficial for them, even when they can read by themselves. In fact, research shows that reading aloud to your child after the age of 5 will improve their reading and listening skills and academic performance.

### How else does reading aloud to your child help?



**Positive modelling:** Your child will hear how the book should be read -with lots of expression and at just the right speed.



**It improves comprehension:** Your child will be able to focus on what's happening in the story or on the information in the text, rather than having to work hard to read it aloud themselves.



**It sparks curiosity and a thirst for learning:** You can use books to guide your child to find out more about the things you are reading and talking about.



**It is wonderful for bonding:** It's a lovely opportunity for you to spend some dedicated time with your child, showing them how important they are and how important reading is.

## Getting the Most Out of Reading with your Child



Watch this short video from The Open University to help you get the most out of reading with your child

Book Chat: Reading to your Child *One Fox*: [https://youtu.be/sKFdKs\\_2wJY](https://youtu.be/sKFdKs_2wJY)



## Listening to Your Child Read Aloud

- Try to **listen to your child read** aloud daily. Little and often is best. 5 - 10 minutes is usually long enough.
- Choose a quiet, undistracted time and snuggle up.
- Use the book that school has sent home specifically for this reason.
- Re-read the same text over the course of a week. This will help to build up your child's fluency.
- When your child tries to 'sound out' words, encourage the use of phonics letter sounds rather than 'alphabet names'. So for 'cat' you'd say c-a-t, not C-A-T.
- Be positive. Give lots and lots of praise.

Join the **FREE** online library



<https://www.readliverpool.co.uk/>

You can borrow 8 virtual books at a time for free!

# 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

## 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

## 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

## 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

## 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

## 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

## 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

## 7 Maintain the motivation to read



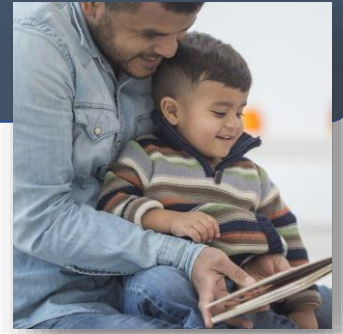
Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)  
*Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London.  
Available online: [eef.li/literacy-early-years](https://eef.li/literacy-early-years)

Education Endowment Foundation (2019).  
*Improving Literacy in Secondary Schools*. Education Endowment Foundation: London.  
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Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).  
*Literacy Development: Evidence Review*. Education Endowment Foundation: London.  
Available online: [educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

# Questions to ask while reading with your child



It's important to ask questions when you are reading to your child and when your child is reading to you. You can ask questions before, during and after reading. Questions can help you to see whether your child has understood what you've read together. You can ask your child about:

## Words

Find a word that means the same as...

Which word makes you feel \_\_\_\_\_?

What does this word mean?

## Finding information

What are the characters called?

Where did \_\_\_\_\_ live?

What word is used to describe the ...?

## Putting things in order

What happened after \_\_\_?

What happened before \_\_\_?

What happened in the beginning, middle and end of this story?

## Using clues

Why do you think the character is feeling (*e.g. sad*) here?

Why do you think the character did that?

Can you explain why...?

## Predictions

What do you think might happen next?

What would you do if you were this character? Why? Do you think this character will do the same as you?

## Deepening understanding

How do you know that?

Why do you think that?

What do you mean by...?

## Be chatterboxes!

Children love to talk and it's so good for them too! In fact, talking **with** your child is one of the most powerful activities you can do. Take turns to speak and listen to each other. Use a wide range of vocabulary and try to use the new words you have discovered when reading together. Talk about everything: how your food tastes, experiences you can remember, what you can see in the world around you. All of this talk helps children to explore and understand language and can have a really positive impact on their writing.

## Be storytellers!

Watch this short video from Oxford Owl to learn about how to develop storytelling skills with your child.

<https://youtu.be/F8k93yIkBPA>



## Talking for Writing

Encourage your child to talk about, or say out loud, what they are going to write. This helps them to prepare for writing.

What are you going to write about?

Can you say the sentence aloud before you write it down?

Can you read aloud what you have written?

## Handwriting

In Year 1, your child will continue to master using a pencil and to form basic letter shapes. This includes:

- sitting correctly and using the right grip
- forming lowercase and capital letters correctly, starting each letter in the right place
- forming the digits 0–9
- leaving a clear finger space between words.



Sit at a desk



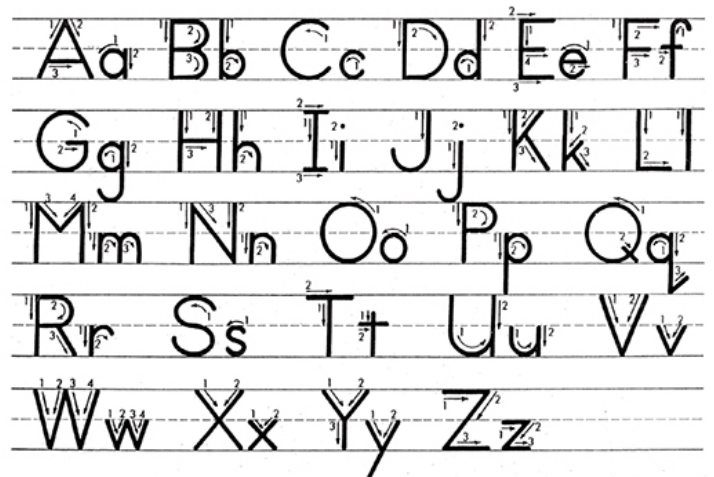
Put both feet on the floor



Left hand paper position



Right hand paper position



## How can I motivate my child to write?

- Make sure your child knows their work doesn't have to be perfect first time. They can go back and make improvements later.
- At this age, your child's hands can tire easily during writing. Give them regular breaks and ensure that the pen or pencil they are using is the right size for them.
- Try creating a story box filled with items around their interests and hobbies. When your child spots something they are interested in, their creativity will flow.

## Writing checklist:

Can your child hear and say the initial sound in a word?

### Are spellings phonetically plausible?

Not every word needs to be spelt correctly. 'Phonetically plausible' means that the word can be identified easily, even if it is not accurate. e.g. 'luv' instead of 'love'.

Can your child write a simple sentence?

Can your child's sentence be read by themselves and by others?

Can your child write their own full name clearly?

### Can your child spell these tricky words?

he, she, we, me, be, you, all, are, her, was, they, my

### Can your child tell you what these words are/mean?

Letter	one of the symbols of the alphabet
Capital letter/ Uppercase letter	one of the letters of the alphabet used at the beginning of a name or sentence
Lowercase letter	any letter that is not a capital letter

## Other ways you can make a big difference

### Developing gross motor skills:

**Visit your local playground.** Playgrounds are all different and require different skills, so visit several in your area. While you are there, you can practice different skills such as climbing, balancing or teach your child how to swing by themselves. Learning to ride a bike without stabilisers is fabulous for gross motor skills.

**Play ball.** Using both small and large balls, you and your child can focus on developing and improving throwing, catching and kicking skills.

### Developing fine motor skills:

**Playdough.** Encourage your child to squeeze, stretch, pinch and roll “snakes” or “worms” with the play clay. Challenge your child to add small details.

**Cutting.** Encourage your child to cut out shapes from paper carefully.

<https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/scissor-skills/>

**Good gross and fine motor skills help your child to write!**

