

## Year 1 Reading Comprehension – Parent Prompts for discussions with their children

In year 1 the children are still learning to read, so it is important to get the balance between the children reading themselves and giving them plenty of opportunities to be read to. The following prompts can be used in both scenarios and it is really important for children to enjoy reading experiences and any role plays, drawing and junk model opportunities linked to the books they read will reinforce this enjoyment.

Pupils are taught to:

### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...listening to and discussing a wide range of poems, stories and non-fiction texts

Did you enjoy this story?

What was your favourite part?

Can you find a page in the story that you didn't like?

Do you think this book is funny? Why?

...linking to what they hear and read to their own experiences

What sort of books do you like?

Do you prefer storybooks or books which help you to find out about things?

Did you learn anything from this book?

Is this story like any other books that you have read?

...becoming familiar with and retelling with key stories, fairy stories and traditional tales

What happened in the story?

Can you re-tell this part of the story to your friend?

What is your favourite part of this story? Why?

What is this book about? How do you know?

What do you think is telling this story?

Why has the author included a picture? What does it tell you?

What does the author mean by...?

...recognising and joining in with predictable phrases

Can you spot any patterns in this poem?

Can you spot words that rhyme?

Can you think of another rhyming word which the author could have used?

What comes next? Can you join in?

...learning to appreciate and recite rhymes and poems

Did you enjoy this poem? What did it make you think about?

Can you recite this poem to the group?

...discussing word meanings, linking new meaning to those already known

Is this like any other word you know?

Does it sound the same? Does it mean the same?

**Understand both the books they read accurately and fluently and those they listen to by:**

...drawing on what they already know or on background information and vocabulary provided by the teacher

What do you already know about this topic?

Have you ever been in a similar situation? What happened?

...checking that the text makes sense to them as they read, and correcting mistakes

Did what you read make sense? Which word/s might you need to correct?

...discussing the significance of the title and events

Why did the author choose this title?

Does the title help us to choose the right book to read?

What happened first/next/at the end?

..making inferences on the basis of what is being said and done

What sort of characters can we find in this story?

What usually happens to baddies in fairytale stories?

What usually happens to the good characters?

Why do authors include pictures? What do the pictures in this book help us to do?

...predicting what might happen on the basis of what has been read so far

What do you think might happen next?

If (a character) does..., what do you think will happen?

**Participate in discussion about what is read to them, taking turns and listening to what others say**

What do you think about (an event in the text)?

Do you agree with the rest of the group?

After discussing (an event) with the group, have you changed your mind?

**Explain clearly their understanding of what is read to them**

Can you explain what you know about the text that I read to you?

What happened in the story?

