Activities for Responding to Reading in Year One
Year 1 - Teacher’s notes

- The activities are not intended to be issued without prior discussion and preparation.

- The activities require a range of reading strategies to complete. Wherever possible, each activity has a reference to the Assessment Focus being developed. This will support teachers in covering a range of comprehension strategies and provide part of the ongoing evidence for assessing a child’s reading.

- Many can be used as part of a Guided Reading session and completed with teacher support.

- Some may be used more than once with different texts.

- You may decide not to use all of the sheets, and some children may have a different selection to others.

- You may choose sheets that support work done in the shared and guided session, or sheets appropriate to individual children’s personal reading.

- Some of the activities are designed to be completed over time - such as collecting aspects of language to use in the children's own writing. These could be enlarged and displayed so that all the children could contribute.

- Some activities may need to be differentiated - they are on the Literacy web site and you may download them and alter them or use a sheet from a younger age group (www.lancsngfl.ac.uk/nationalstrategy/literacy).

- If you do not want to use photocopied sheets, these ideas are easily transferred to paper or exercise books. Or why not download the activity and work on screen.

- Most of the activities provide opportunities for Speaking and Listening about books and reading.

Year 1 Reading Objectives:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Identify the main events and characters in stories, and find specific information in simple texts.</td>
</tr>
<tr>
<td></td>
<td>Use syntax and context when reading for meaning.</td>
</tr>
<tr>
<td></td>
<td>Make predictions showing an understanding of ideas, events and characters.</td>
</tr>
<tr>
<td></td>
<td>Recognise the main elements that shape different texts.</td>
</tr>
<tr>
<td></td>
<td>Explore the effect of patterns of language and repeated words and phrases.</td>
</tr>
<tr>
<td>8</td>
<td>Select books for personal reading and give reasons for choices.</td>
</tr>
<tr>
<td></td>
<td>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.</td>
</tr>
<tr>
<td></td>
<td>Distinguish fiction and non-fiction texts and the different purposes for reading them.</td>
</tr>
</tbody>
</table>
## The Reading Assessment Focus - Overview grid

<table>
<thead>
<tr>
<th>AF</th>
<th>Strategies</th>
<th>Key phrase</th>
</tr>
</thead>
</table>
| 1  | Use a range of strategies, including accurate decoding of text, to read for meaning | Decode accurately.  
Read with understanding. |
| 2  | Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text | Seek, find and understand.  
Literal responses to text.  
Text reference. |
| 3  | Deduce, infer or interpret information, events or ideas from texts | Between the lines  
Inference and deduction.  
Interpret.  
Put yourself in their shoes.  
Text reference. |
| 4  | Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level | Structure.  
Commenting on presentational features.  
Why is the text presented and organised as it is? |
| 5  | Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level | Language.  
Why did the writer use that word / phrase / image / sentence etc.  
Literary awareness.  
Impact on reader. |
| 6  | Identify and comment on the writers' purposes and viewpoints, and the overall effect | The Writer.  
Writer's purpose.  
Writer's attitudes and values.  
Big messages about life. |
| 7  | Relate texts to their cultural and historical contexts and literary traditions. | The Text and the World.  
How the text fits into its social, historical, cultural, literary heritage context. |
In addition to a wide ranging read aloud programme, and children’s own choices, pupils in Year 1 will read:

- Stories with familiar settings
- Stories from a range of cultures
- Stories with predictable and patterned language
- Traditional and fairy tales and plays
- Stories about fantasy worlds
- Labels, lists and captions in texts and the environment
- Instructional texts
- Recounts – fact
- Recounts – fiction
- Information texts
- Poetry – Using the senses
- Poetry – Pattern and Rhyme
- Poems on a theme
- Dictionaries
The Year 1 Reader
'I can . . .'

...talk about characters, settings and plots in different books

...choose what I like to read and say why

...talk about settings and events in my own life and in books

...read diagrams and charts to help me understand the text.

...know why authors use capitals and bold print to make a point

...use the title, cover and blurb to guess the contents of a book

...find information to answer simple questions

...read whole texts on my own

...read the words on List 1 and other familiar words

...blend phonemes to read words

...know about sentences making sense and can use this to work out new words

...read aloud well, using the right ‘voice’ and pausing at full stops

...guess what might happen in stories using clues from the text

...read aloud well, using the right ‘voice’ and pausing at full stops

...know about non-fiction texts and say what will be in the text

...use the voice of the character when reading aloud

...talk about characters, settings and plots in different books

...find information to answer simple questions

...read whole texts on my own

...read the words on List 1 and other familiar words

...blend phonemes to read words

...know about sentences making sense and can use this to work out new words

...read aloud well, using the right ‘voice’ and pausing at full stops

...guess what might happen in stories using clues from the text

...read aloud well, using the right ‘voice’ and pausing at full stops

...know about non-fiction texts and say what will be in the text

...use the voice of the character when reading aloud
# Books I have read this year

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fiction**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fiction**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fiction**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fiction**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fiction**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Draw a picture of a character from your book

What is your character’s name?

..........................................................

Write three words that describe your character’s appearance.


Draw a picture of a character from your book

Framework objectives:

Strand 7: Identify the main events and characters in stories, and find specific information in simple texts.

Strand 8: Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF3: Deduce, infer or interpret information, events or ideas from texts

Discuss the characters in the children’s book. Talk about their appearance and their responses to events and other characters. Encourage the children to give reasons for their observations. The picture the children draw can reflect their response to the character rather than be a copy of an illustration.
Draw a picture of a setting from your book

Make a list of all the things you have drawn in your picture.
Draw a picture of a setting from your book

Framework objectives:

Strand 7: Identify the main events and characters in stories, and find specific information in simple texts.

Strand 8: Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF3: Deduce, infer or interpret information, events or ideas from texts

Make sure that the children are familiar with the term 'setting'. Talk about the various settings in the children's own lives and what they might expect to see there. Discuss the setting in the book and how it affects the story. The picture the children draw may reflect their own imagination as well as illustrations in the book.
Draw a picture of the main event in your book
Draw a picture of the main event in your book

**Framework objectives:**

**Strand 7:** Identify the main events and characters in stories, and find specific information in simple texts.

**Strand 8:** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

**Assessment focuses:**

**Reading AF2:** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

**Reading AF3:** Deduce, infer or interpret information, events or ideas from texts

Discuss the story with the children, focusing on the sequence of events and what happened after each one. Help the children to identify the main event, what had led to it, and what happened afterwards. This discussion will sow the seeds of understanding cause and consequence in stories.
• Choose a character from your book. Ask your friend to choose one, too. Pretend to be the characters. Ask each other questions about what happens to them.

• Tell your friend all about a character in your book.

• Tell your friend all about a setting in your book.

• Retell a story that you like to your friend.

• Talk to your friend about something that happened to you that you have also read about in a book.

• Choose a book that you have read but your friend hasn’t. Ask them to guess what it is about by looking at the cover and the pictures. Are they right?
Talking About Books

Framework objectives:

Strand 8: Select books for personal reading and give reasons for choices.

Strand 8: Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

Assessment focuses:

Reading AF3: Deduce, infer or interpret information, events or ideas from texts

Suggested speaking and listening emphases

- Talk about personal experiences related to stories read.
- Describe story settings and incidents.
- In oral retellings, identify the main events of a story using some features of story language.
- Identify and discuss characters, their behaviour and description.
- Discuss book preferences and give reasons.
- Recall and retell the main incident from a story and explain why it happened.
- Retell stories, giving the main points in sequence.
- Identify and discuss story themes.
- Talk about themes and justify preferences in stories.
- Prepare and retell a story emphasising the key events and using the features of story language.
- Listen to stories read and told by other children.
Draw pictures to show the journey of a character in your book.
Draw pictures to show the journey of a character in your book

Framework objectives:

Strand 7: Identify the main events and characters in stories, and find specific information in simple texts.

Recognise the main elements that shape different texts.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Discuss the main events in the story with the children and ask them to draw each event in the boxes provided. Each picture should be labelled with a caption to indicate the event.
A New Book

Title: .............................................................................................................

Author: .......................................................................................................-

Draw the picture on the cover.

Write some words about the book
**Framework objectives:**

<table>
<thead>
<tr>
<th>Strand 7</th>
<th>Make predictions showing and understanding of ideas, events and characters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 8</td>
<td>Distinguish fiction and non-fiction texts and the different purposes for reading them.</td>
</tr>
</tbody>
</table>

**Assessment focuses:**

| Reading AF2 | Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. |
| Reading AF3 | Deduce, infer or interpret information, events or ideas from texts. |

Discuss the terms 'title', 'cover', and 'blurb' with the children and ask them to use these to predict what the book might be about.
I have just read

By

I liked

Draw a picture

I didn't like

Draw a picture
I have just read

**Framework objectives:**

Strand 8: Select books for personal reading and give reasons for choices.

**Assessment focuses:**

Reading AF6: Identify and comment on the writers’ purposes and viewpoints, and the overall effect.

Encourage the children to discuss their likes and dislikes in the books that they have read. Ensure that they justify what it is that they like or dislike. Help them to articulate their preferences by giving them ‘hooks’:

- I liked the part when . . . because . . .
- I didn’t like it when . . . because . . .
My Favourite Words Collection

Time words

Once upon a time

Feeling words

frightened

Setting words

creepy castle
Assessment focuses:

Writing AF7: Select appropriate and effective vocabulary.
Writing AF8: Use correct spelling.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
Reading AF5: Explain and comment on the writers’ use of language, including grammatical and literary features at word and sentence level

Children’s writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.
My Favourite Words Collection

Character appearance words

freckly face

Behaviour words

skipping about

Weather words

stormy
My Favourite Words Collection

Assessment focuses:

Writing AF7: Select appropriate and effective vocabulary.
Writing AF8: Use correct spelling.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF5: Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level

Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.
Collect words from your books that describe how these characters feel.
Collect words from your books that describe how these characters feel

Framework objectives:

Strand 7: Use syntax and context when reading for meaning.

Assessment focuses:

Reading AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Reading AF5: Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level

Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.
Collect words from your books that describe how these characters feel

Framework objectives:

Strand 7: Use syntax and context when reading for meaning.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Children’s writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.
Draw two characters from your book. Write what they might say to each other in the bubbles.
Draw two characters from your book. Write what they might say to each other in the bubbles.

Framework objectives:

Strand 7: Make predictions showing and understanding of ideas, events and characters.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Reading AF3: Deduce, infer or interpret information, events or ideas from texts.

Choose a story that contains two characters. Talk about what they might say to each other in one of the events in the story. Relate this to the children's own experiences and how they might feel in a similar circumstance. What might they say?
Choose characters from your books. Draw a picture. Write a word for their appearance, their behaviour, their feelings and what they are like

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Behaviour</th>
<th>Feelings</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choose characters from your books. Draw a picture. Write a word for their appearance, their behaviour, their feelings and what they are like

Framework objectives:

Strand 7: Make predictions showing and understanding of ideas, events and characters.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF3: Deduce, infer or interpret information, events or ideas from texts

Discuss the differences between the headings at the top of each list. The children may need help in 'reading between the lines' to find clues about feelings, behaviour and character. Encourage the children to use examples from the text wherever possible.
Information Books

What have you found out?

What special words have you learned?
Information Books

What have you found out?

Framework objectives:

Strand 7: Identify the main events and characters in stories, and find specific information in simple texts.

Strand 8: Distinguish fiction and non-fiction texts and the different purposes for reading them.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

The children will need help to decide upon four headings to separate what they have learned from their non-fiction book, e.g. a book on hedgehogs could be separated into appearance, diet, habitat, babies. Encourage the children to use single words or short phrases to list what they have learned on the spidergram.
## Information Books

**Title:**

<table>
<thead>
<tr>
<th>What do you already know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What would you like to know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What have you found out?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Information Books

Framework objectives:

Strand 7: Identify the main events and characters in stories, and find specific information in simple texts.

Strand 8: Distinguish fiction and non-fiction texts and the different purposes for reading them.

Assessment focuses:

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

A KWL grid can be filled in as a whole class, a group or an individual. Discuss what the children already know about the subject of the book. Encourage them to think about things they would like to know. Help them to pose questions that have a good chance of being answered. However, it is useful for children to realise that sometimes they have to find another source of information if a book does not contain all that they need.
Look out for words that authors use instead of:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>big</strong></td>
<td><strong>nice</strong></td>
</tr>
<tr>
<td><strong>bad</strong></td>
<td><strong>hot</strong></td>
</tr>
<tr>
<td><strong>cold</strong></td>
<td><strong>said</strong></td>
</tr>
</tbody>
</table>
Look out for words that authors use instead of:

**Assessment focuses:**

Writing AF7: Select appropriate and effective vocabulary.
Writing AF8: Use correct spelling.

**Assessment focuses:**

Reading AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
Reading AF5: Explain and comment on the writers’ use of language, including grammatical and literary features at word and sentence level

Encourage the children to be always on the ‘look-out’ for synonyms for overused words and to use these in their own writing.
Make a book for a friend

You will need:
- a pair of scissors
- a piece of paper
- a pencil
- some crayons
- a stapler

- Fold the piece of paper in half
- Fold it in half again to make four squares
- Open the paper up
- Cut out each square
- Put the squares together and staple down the side
- Write part of your story on each page
- Draw pictures and colour
- Give your book to your friend
Make a book for a friend

Framework objectives:

Strand 7: Identify the main events and characters in stories, and find specific information in simple texts.

Strand 9: Create short simple texts on paper and screen that combine words with images (and sounds)

Assessment focuses:

Reading AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Reading AF5: Explain and comment on the writers’ use of language, including grammatical and literary features at word and sentence level

Writing AF3: Organise and present whole texts effectively, sequencing and structuring information, ideas and events

Discuss a recently read, simple story that can be written on the six or seven sides of the book that the children have made. Make sure that the children know what is to go on each page so that they do not miss anything out or run out of pages. Ask them to draw a scene from each event in the story and to write a short caption underneath. They can design the cover and include the title and themselves as the author.
Write your favourite poem here

-------------------------------------------

Share it with a friend!
Framework objectives:

Strand 8: Select books for personal reading and give reasons for choices.

Assessment focuses:

Reading AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Reading AF5: Explain and comment on the writers’ use of language, including grammatical and literary features at word and sentence level

Reading AF6: Identify and comment on the writers’ purposes and viewpoints, and the overall effect

Ask the children to choose their favourite poem. Encourage them to articulate why they like the poem and to justify their preferences. This exercise can be done as a handwriting practice and all the choices combined into a class anthology of favourite poems. The children could write on the back of their sheet why they chose the poem.