



A Progression in Reading

YEAR 1

WORD READING

Consolidate from YR and:

Letters and Sounds Phases 4 to 5

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. *ow* in *snow* and *cow*)

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

read other words of more than one syllable that contain taught GPCs

read words with contractions [for example, *I'm*, *I'll*, *we'll*], and understand that the apostrophe represents the omitted letter(s)

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

re-read these books to build up their fluency and confidence in word reading

NOTES

COMPREHENSION

NOTE: The knowledge and skills that pupils need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge so ensure that the complexity of texts is increased from YR.

Y1 pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding.

ENGAGING IN A RANGE OF READING

regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other, (including those from the school's identified Y1 'core texts')

link what they read or hear read to their own experiences

make personal reading choices and simple comments about reading preferences (e.g. *say what they like/dislike about a text*)

UNDERSTANDING THE STRUCTURE OF TEXTS

be introduced to a variety of non-fiction books

distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them

sort non-fiction books into those with similar content/structure

identify simple non-fiction features that support the structure of the text (e.g. *labels, titles, captions*)

discuss the sequence of events in stories and identify the beginning, middle and end

discuss a poem's pattern (e.g. *poems with repeating patterns or lines*)

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UNDERSTANDING THE THEMES, CONVENTIONS AND CONTENT OF TEXTS

become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts (e.g. *small world*, *role play*, *story boxes*, *puppets*, *storytelling*))

recognise and join in with predictable phrases/story language (e.g. *typical phrases for fairy story openings, patterns and repetition to support oral retelling*)

recognise the elements of stories (e.g. *main events, main characters and whether they are good or bad, settings*)

PERFORMING POETRY/PLAYSCRIPTS

learn to appreciate rhymes and poems, and to recite some by heart

perform poetry in unison, following the rhythm and keeping time

imitate and invent actions to accompany poetry

UNDERSTANDING WORD MEANINGS

discuss word meanings, linking new meanings to those already known

UNDERSTANDING THE USE OF LANGUAGE

discuss favourite words and phrases in poems and stories

NOTES

Y1 pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to.

UNDERSTANDING THE TEXT

activate prior knowledge and draw on what they already know or on background information and vocabulary, provided by the teacher

discuss the significance of the title and events

use active reading strategies including: **checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions (e.g. about things/ words in the text they do not understand)**

answer literal, inferential (see *using inference and making predictions* section) and evaluative comprehension questions

participate in discussion about what is read to them, taking turns and listen to what others say

explain clearly their understanding of what is read to them (e.g. *give opinions about simple texts (e.g. Hansel was clever when he put stones in his pocket)*)

USING INFERENCE AND MAKING PREDICTIONS

make inferences on the basis of what is being said and done and through detail in pictures (e.g. *character putting on sun cream/t-shirt suggests it is sunny/hot*)

predict what might happen on the basis of what has been read so far (e.g. *about the content/purpose of a text based on the title and the picture on the front cover*)

make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience

SUMMARISING

identify the main idea of a text (e.g. *'This book is all about pets.'*)

NAVIGATING TEXTS

locate page showing specific information (e.g.: *flip through book to look for particular picture; begin to use contents page of a simple, non-fiction text*)