



WORD READING

Consolidate from YR and:

Letters and Sounds Phase 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 (eg 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 the word reading.

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 (eg 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 (eg labels, titles, captions).
1C – SUMMARISING / SEQUENCING
Discuss the sequence of events in stories and identify the beginning, middle and end.
Discuss a poem's pattern (eg poems with repeating patterns or lines).

UNDERSTANDING THE THEMES, CONVENTIONS AND CONTEXTS 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 (eg small world, role play, story boxes, puppets, storytelling).
Recognise and join in with predictable phrases/story language (eg typical phrases for fair story openings, patterns and repetition to support oral retelling.
Recognise the elements of stories (eg main events, main characters and whether they are good or bad, settings).

PERFORMING POETRY / PLAYSRIPTS

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

1A – MEANING OF WORDS IN CONTEXT
Discuss word meanings of words, linking new meanings to those already known.

UNDERSTANDING THE USE OF LANGUAGE

Discuss favourite words and phrases in poems and stories.

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 (eg 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 other say.
Explain clearly their understanding of what is read to them (eg give opinions about simple text (eg Hansel was clever when he put stones in his pocket).

USING INFERENCE AND MAKING PREDICTIONS

1D – INFERENCE
Make inferences on the basis of what is being said and done and through detail in pictures (eg character putting on sun cream/t-shirt suggests it is sunny/hot).
1E – PREDICTION
Predict what might happen on the basis of what has been read so far (eg 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

1C – SUMMARISING / SEQUENCING
Identify the main idea of text (eg 'This book is all about pets).

NAVIGATING TEXTS

1B – RETRIEVE AND RECORD INFORMATION
Locate pages showing specific information (eg: flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text.)