

## Key Learning in Reading: Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>▪ Apply phonic knowledge and skills as the route to decode words.</li> <li>▪ Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</li> <li>▪ Read accurately by blending sounds in unfamiliar words.</li> <li>▪ Read common exception words, noting tricky parts (see below).</li> <li>▪ Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings.</li> <li>▪ Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>▪ Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter.</li> <li>▪ Develop fluency, accuracy and confidence by re-reading books.</li> <li>▪ Read more challenging texts using phonics and common exception word recognition.</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> <li>▪ Relate texts to own experiences.</li> <li>▪ Recognise and join in with language patterns and repetition.</li> <li>▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>▪ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>.</li> <li>▪ Enjoy and recite rhymes and poems by heart.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>▪ Activate prior knowledge e.g. <i>what do you know about minibests?</i></li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Recall specific information in fiction and non-fiction texts.</li> <li>▪ Locate parts of text that give particular information, e.g. <i>titles</i>, <i>contents page</i> and <i>labelled diagram</i>.</li> <li>▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.</li> <li>▪ Make basic inferences about what is being said and done.</li> <li>▪ Make predictions based on what has been read so far.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Listen to what others say.</li> <li>▪ Take turns.</li> </ul>