

Key Learning in Reading: Year 1

Word Reading	Comprehension
As above and: - Read aloud accurately books that are consistent with their developing phonic knowledge. - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to grapheme for the 44 phonemes. - Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. - Read accurately by blending sounds in unfamiliar words. - Read common exception words, noting tricky parts (see below). - Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings. - Split two and three syllable words into the separate syllables to support blending for reading. - 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. - Develop fluency, accuracy and confidence by re-reading books. - Read more challenging texts using phonics and common exception word recognition.	As above and: Developing pleasure in reading and motivation to read - 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. - Relate texts to own experiences. - Recognise and join in with language patterns and repetition. - Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. - Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. - Enjoy and recite rhymes and poems by heart. - Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them - Introduce and discuss key vocabulary, linking meanings of new words to those already known. - Activate prior knowledge e.g. <i>what do you know about minibests?</i> - Check that texts make sense while reading and self-correct. - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> - Explain clearly their understanding of what is read to them. - Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. - Identify and discuss the main events in stories. - Identify and discuss the main characters in stories. - Recall specific information in fiction and non-fiction texts. - Locate parts of text that give particular information, e.g. <i>titles</i>, <i>contents page</i> and <i>labelled diagram</i>. - Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. - Make basic inferences about what is being said and done. - Make predictions based on what has been read so far. Participating in discussion - Listen to what others say. - Take turns.