

Year 1 Reading

Name

Word Reading

- **Apply phonic knowledge and skills as the route to decode words.**
- **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**
- **Read other words of more than one syllable that contain taught GPCs.**
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- 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.
- Read these books to build up their fluency and confidence in word reading.

Comprehension

- **Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics.**
- **Checking that the text makes sense to them as they read and correcting inaccurate reading.**
- **Making inferences on the basis of what is being said and done.**
- **Predicting what might happen on the basis of what has been read so far.**
- Being encouraged to link what they read or hear read to their own experiences.
- Developing pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.
- Discussing the significance of the title and events.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.