

Key Learning in Reading: Year 1

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Word Reading	Comprehension
<p>As above and: Letters and Sounds Phases 4 to 5.</p> <ul style="list-style-type: none"> ▪ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> ▪ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</u> ▪ <u>Read accurately by blending sounds in unfamiliar words.</u> ▪ Read words containing <i>-s, -es, -ing, -ed, -er, -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'll, we'll</i> and understand that the apostrophe represents the omitted letter. ▪ Automatically recognise approximately 150 high frequency words (see bottom). ▪ <u>Apply phonic knowledge for reading.</u> ▪ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ <u>Read more challenging texts using phonics and high frequency word recognition.</u> 	<p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ <u>Identifying and discuss the main events in stories.</u> ▪ <u>Identifying and discuss the main characters in stories.</u> ▪ <u>Recalling specific information in texts.</u> ▪ Recognising and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling. ▪ Reciting rhymes and poems by heart. ▪ Relating texts to own experiences. ▪ Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ <u>Make personal reading choices and explain reasons for choices.</u> <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary. ▪ Activating prior knowledge e.g. <i>what do you know about minibests?</i> ▪ <u>Checking that texts make sense while reading and self-correct.</u> ▪ <u>Making predictions based on what has been read so far.</u> ▪ Make basic inferences about what is being said and done. ▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>. <p>Participating in discussion about what is read to them, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> ▪ <u>Listening to what others say.</u> ▪ Taking turns. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> ▪ Explaining clearly their understanding of what is read to them. ▪ <u>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.</u>