

Year 1 Reading

Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
<p>Children will develop a love of reading through hearing, sharing and discussing a wide range of high quality fiction and non-fiction books including some at a level beyond which they can read independently.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Taking part in talk about shared and personal reading • Taking turns and listening to what others say • Making connections with their own experiences • Participating in role play to identify with and explore characters and try out language they have listened to 	<p>Children will develop their ability to explain clearly their understanding of what they have read and what is read to them. This will include:</p> <ul style="list-style-type: none"> • Checking their understanding during and after reading and correcting inaccurate reading. • Recalling things that they read or are read to them (supported by growing familiarity with text types) • Beginning to use some 	<p>Children will begin to predict events and make inferences. This will include:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher to predict what might happen • Using titles, covers etc. to support predictions • Predicting what might 	<p>Children will become familiar with some different text types and their particular characteristics. This will include:</p> <ul style="list-style-type: none"> • Familiarity with and ability to retell key stories, fairy stories and traditional tales • Recognising and joining in with familiar phrases • Beginning to understand how written language can be structured in order – for example – to build surprise/ present facts 	<p>Children will increase their vocabulary and awareness of grammatical structures. This will include:</p> <ul style="list-style-type: none"> • Discussing new word meanings • Linking new word meanings to those already known • Discussing their favourite words and beginning to recognise and comment on some language choices/ effects (e.g. individual words, alliteration) • Recognising and joining in with familiar phrases/patterns 	<p>Children will be able to sound and blend unfamiliar words quickly and accurately using the phonic knowledge and skills they have already learned. This will include:</p> <ul style="list-style-type: none"> • Applying phonic knowledge and skills as the route to decode words • Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Reading common exception words, noting unusual 	<p>Children will begin to develop some awareness that writers have viewpoints and purposes and be able to talk about broad themes in texts- e.g. good and bad. This could include:</p> <ul style="list-style-type: none"> • Beginning to make statements about likes and dislikes in reading, sometimes with reasons • Showing some awareness that different genres have different features • Showing some awareness that books are set in different times and places

	processes to find out information	happen on the basis of what has been said and done and read so far	<ul style="list-style-type: none"> •Familiarity with rhymes and poems, some of which they can recite by heart. 		<p>correspondences between spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> •Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings •Reading other words of more than one syllable that contain taught GPCs •Reading words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) •Reading 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-reading these books to build up their fluency and confidence in word reading. 	
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Statutory terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark