

Key Learning in Reading: Year 1

Word Reading	Comprehension
- Letters and Sounds Phases 4 to 5. - 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 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). - Apply phonic knowledge for reading. - Read aloud accurately books that are consistent with their developing phonic knowledge. - Develop fluency, accuracy and confidence by re-reading books. - Read more challenging texts using phonics and high frequency word recognition.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. - Identifying and discuss the main events in stories. - Identifying and discuss the main characters in stories. - Recalling specific information in texts. - 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>. - Make personal reading choices and explain reasons for choices. Understand both the books they can already read accurately and fluently and those that they listen to by: - Introducing and discussing key vocabulary. - Activating prior knowledge e.g. <i>what do you know about minibeasts?</i> - Checking that texts make sense while reading and self-correct. - Making predictions based on what has been read so far. - 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>. - Listening to what others say. - 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. - Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.