

English Curriculum: Reading

Year 1

Word Reading

Can work out quickly the pronunciation of unfamiliar printed words. (decoding)

Able to quickly recognise familiar printed words.

Understand that the letters on the page represent the sounds in spoken words.

Phonics should be emphasised in the early teaching of reading to beginners.

Comprehension

Comprehension skills develop through experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.

Establish an appreciation and love of reading, and gain knowledge across the curriculum.

Read widely and increase vocabulary through encountering words they would rarely hear or use in everyday speech.

Read to feed imagination and opening up a treasure-house of wonder and joy for curious young minds.

Decoding	Word Recognition	Patterns & Rhymes	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Develop pleasure in reading, motivation to read, and understanding.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>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.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Knows to stop at a full stop.</p> <p>Reads aloud with appropriate expression.</p> <p>Reads from texts with pace and expression.</p>	<p>Uses Grammar to decipher unfamiliar words.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe signals the omission of a letter.</p>	<p>Knows difference between fiction and non-fiction.</p>

