Key Learning in Reading: Year 1

Word Reading	Comprehension
As above and: ▪ Read aloud accurately books that are consistent with their developing phonic knowledge. ▪ Apply phonic knowledge and skills as the route to decode words. ▪ 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. *ow* in *snow* and *cow*. ▪ Read accurately by blending sounds in unfamiliar words. ▪ Read common exception words, noting tricky parts (see below). ▪ Read words containing *–s, -es, -ing, -ed, -er, -est* endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter. ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ Read more challenging texts using phonics and common exception word recognition.	As above and: **Developing pleasure in reading and motivation to read** ▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▪ Relate texts to own experiences. ▪ Recognise and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▪ Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.* ▪ Enjoy and recite rhymes and poems by heart. ▪ Make personal reading choices and explain reasons for choices. **Understanding books which they can read themselves and those which are read to them** ▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▪ Activate prior knowledge e.g. *what do you know about minibeasts?* ▪ Check that texts make sense while reading and self-correct. ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Give opinions and support with reasons e.g. *I like the Little Red Hen because she…* ▪ Explain clearly their understanding of what is read to them. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Recall specific information in fiction and non-fiction texts. ▪ Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.* ▪ Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.* ▪ Make basic inferences about what is being said and done. ▪ Make predictions based on what has been read so far. **Participating in discussion** ▪ Listen to what others say. ▪ Take turns.

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