

Key Learning in Reading: Year One

Word Recognition	Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent • 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 in snow and 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 • 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. 	<p>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 • 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 <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 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> • Participating in discussion about what is read to them, taking turns and listening to what others say • 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 relating to <i>who, what, why, when</i> and <i>how</i>.