Key Learning in Reading: Year 1

Word Reading	Comprehension
As above and: 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. *ow in snow and cow.* ▪ Read accurately by blending sounds in unfamiliar words. ▪ 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. ▪ 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.	As above and: 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. *small world, role play, storytelling.* ▪ 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. *what do you know about minibeasts?* ▪ 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. *Peace at Last by Jill Murphy.* Participating in discussion about what is read to them, taking turns and listening to what others say by: ▪ Listening to what others say. ▪ Taking turns. ▪ Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.* ▪ 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.