

## English -Reading

### Year 1

<b>Word Reading:</b>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and <i>-s, -es, -ing, -ed, -er, est</i> endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions and understand what the apostrophe represents (omitted letters)</li> <li>• Read aloud accurately books that are consistent with their <u>developing phonics</u></li> <li>• Re-read books to build up fluency and confidence in word reading</li> </ul>
<b>Comprehension:</b>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read themselves</li> <li>• Link what they read or hear to their own experiences</li> <li>• Become familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics</li> <li>• Recognise and join in with predictable phrases</li> <li>• Learn to appreciate rhymes and poems, and recite some by heart</li> <li>• With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know</li> <li>• Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories</li> <li>• Discuss the significance of the title and events</li> <li>• Make inference on the basis of what is being said and done</li> <li>• With support, predict what might happen on the basis of what has been read (or images seen)</li> <li>• With help, asking and answering appropriate questions related to text</li> <li>• Participate in discussions about what is read to them and explain clearly their understanding</li> </ul>
<b>Greater Depth:</b>	<ul style="list-style-type: none"> <li>• With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?'</li> <li>• With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons</li> <li>• With support make inferences based on what is being said and done</li> </ul>
<b>Topic/Novel Link:</b>	

