



Year 1 Autumn Term	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read aloud accurately books that are consistent with their developing phonic knowledge. ▶ Apply phonic knowledge and skills as the route to decode words. ▶ Read accurately by blending sounds in unfamiliar words. ▶ Read common exception words, noting tricky parts (see below). <ul style="list-style-type: none"> ▶ 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. 	<p>As above and:</p> <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Check that texts make sense while reading and self-correct. ▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▶ 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. <i>titles, contents page and labelled diagram.</i> ▶ Make basic inferences about what is being said and done. ▶ Make predictions based on what has been read so far. ▶ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ 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.

The following statements should be taught throughout the year to ensure breadth of study. A child’s overall judgement will not be affected if they are not met.

Year 1 Spring Term	
Word Reading	Comprehension
<ul style="list-style-type: none"> ▶ 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</i> in <i>snow</i> and <i>cow</i>. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Relate texts to own experiences. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▶ Check that texts make sense while reading and self-correct. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Listen to what others say.



Year 1 Summer Term	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read words with contractions e.g. <i>I'm, I'll, we'll</i> 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. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Recognise and join in with language patterns and repetition. ▶ Enjoy and recite rhymes and poems by heart. ▶ Make personal reading choices and explain reasons for choices. <p>▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>.</p> <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Take turns.