

Little Paxton Primary School

Reading - Year 1



Reading: Word Reading

Children will learn to:

- * apply phonic knowledge and skills as the route to decode words
- * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- * read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- * read other words of more than one syllable that contain taught GPCs
- * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- * read aloud, accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- * re-read these books to build up their fluency and confidence in word reading

Reading - Comprehension:

Children will learn to:

- * develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- * understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- * participate in discussion about what is read to them, taking turns and listening to what others say
- * explain clearly their understanding of what is read to them.