

Reading Year 1

Year 1
Word Reading
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, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
Re-read these books to build up their fluency and confidence.
Comprehension
Check that the text makes sense to them as they read and correct inaccurate reading.
Predict what might happen on the basis the cover and title (or of what has been read so far.)
Participate in discussion about what is read to them, taking turns and listening to what others say.
Answer simple retrieval questions.
Make simple inferences on the basis of what is being said and done.
Explain clearly what has been read.
Discuss the significance of the title and events.
Make links with what they read to their own experiences.
Understand both the books they can already read accurately and those they listen to being read aloud.
Pleasure in Reading
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Recognise and join in with predictable phrases
Learn to appreciate rhymes and poems, and to recite some by heart

Word reading

Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books

Comprehension

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narratives, and the characteristic features of non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects.

Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.