

- Subject: English Reading                      Year 1
- What are the aims and intentions:
- That all the children:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
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- Links to EYFS:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Unit	Autumn	Spring	Summer
<b>Word reading</b>	<p>Reads simple sentences</p> <p>Responds with the correct sounds to known graphemes</p> <p>Blends sounds aloud when attempting to read new words</p> <p>Re-reads books to develop confidence</p> <p>Uses picture clues to help when reading simple texts</p>	<p>Reads simple sentences with some fluency</p> <p>Responds speedily with the correct sound to known graphemes</p> <p>Applies phonic knowledge to decode words</p> <p>Blends sounds in unfamiliar words containing known GPC, when reading</p> <p>Reads known CEW</p> <p>Begins to read words containing known GPS and –s,-es, -ing, -ed, -er and –est endings</p> <p>Reads words of more than one syllable that contain known GPCs on occasions</p> <p>Begins to read words with contractions</p>	<p>Reads aloud books that are consistent with developing phonic knowledge</p> <p>Responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes</p> <p>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word</p> <p>Reads words containing known GPS and –s,-es, -ing, -ed, -er and –est endings</p> <p>Reads words of more than one syllable that contain known GPCs</p> <p>Reads words with contractions</p> <p>Begins to take account of punctuation when reading</p>

		Re-reads books to develop confidence and fluency Uses pictures to read and understand the text	Begins to use context clues to help reading for meaning Re-reads books to develop confidence, fluency and expression
Comprehension	<p>Listens to poems, stories and non-fiction making links to own experiences Demonstrates understanding when talking with others about what they have read Retells key stories, fairy stories and traditional tales through role play Answers questions about stories read Identifies features of books, e.g. title etc. Recognises predictable phrases. Listens to simple rhymes and poems and joins in with others when reciting them</p>	<p>Listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them Talks about books, using own knowledge and information provided by the teacher Retells key stories, fairy stories and traditional tales orally in simple sentences Joins in with predictable phrases Begins to make simple inferences (from pictures, objects, stories) Talks about the meaning of unfamiliar words Learns to appreciate simple rhymes and recites these by heart Begins to distinguish between fact and fiction Notices when reading does not make sense Shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher</p>	<p>Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently Links what they hear or read to their own experiences Retells stories they have read, heard and discussed using appropriate vocabulary Talks about what is read to them, taking turns and listening to others. Expresses opinions based on these Explains understanding of what they have read Talks about particular characteristics of different types of stories Talks about the significance of the title and events Makes inferences on the basis of what is read Makes simple predictions Learns and appreciate rhymes and poems and can recite some by heart Discusses word meanings, making links to known words Retells, using significant events and main points in sequence Reads checking texts make sense and correcting inaccurate reading</p>
Key vocabulary	<p>singular                      noun plural                         adjective punctuation                verb question mark              digraph trigraph</p>	Key skills	<p>phonological awareness</p> <p>Decoding</p>

		Fluency Vocabulary Retrieval Sequencing Inference Predicting
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