

Reading Overview

Year One

Word Reading

- Can work out quickly the pronunciation of unfamiliar printed words. (decoding)
- Able to quickly recognise familiar printed words.
- Understand that the letters on the page represent the sounds in spoken words. Phonics should be emphasised in the early teaching of reading to beginners.

Comprehension

- Comprehension skills develop through experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.
- Establish an appreciation and love of reading, and gain knowledge across the curriculum. Read widely and increase vocabulary through encountering words they would rarely hear or use in everyday speech.
- Read to feed imagination and opening up a treasure house of wonder and joy for curious young minds.

Decoding

- Apply phonic knowledge and skills as the route to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Word Recognition

- Read common exception words, noting unusual correspondences between spellings and sound and where these occur in the word.
- 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.

Pattern and Rhyme

- Recognise and join in with predictable phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.

Information and Expression

- Knows to stop at a full stop.
- Reads aloud with appropriate expression.
- Reads from texts with pace and expression.

Comprehension and Understanding

- Develop pleasure in reading, motivation to read, and understanding.
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Be encouraged to link what they read or hear read to their own experiences.
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- 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.

Deducing

- Understand both the books they can already read accurately and fluently and those they listen to.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.

Grammatical Features

- Uses grammar to decipher unfamiliar words.
- 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 signals the omission of a letter.

Research

- Knows difference between fiction and non-fiction.