

Reading Curriculum Y1 Expectations

By the end of **KS1** the children should be able to:

- Discuss events.
- **Predict** events.
- Link reading to **own experiences** and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- **Infer** what characters are like from actions.
- **Ask and answer questions** about texts.
- Discuss **favourite words and phrases**.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- **Explain and discuss** understanding of texts.
- **Discuss the significance** of the title and events.
- **Make inferences** on the basis of what is being said and done.



Vocabulary Building Y1

Spoken Word

Words containing taught phonics

off, well, miss, buzz, back, bank, think, honk, sunk, pocket, rabbit, carrot, thunder, sunset, catch, fetch, kitchen, notch, hutch, have, live, give, cats, dogs, spends, rocks, thanks, catches, hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, grander, grandest, fresher, freshest, quicker, quickest, rain, wait, train, paid, afraid, oil, join, coin, point, soil, day, play, say, way, stay, boy, toy, enjoy, annoy, made, came, same, take, safe, these, theme, complete, five, ride, like, time, side, home, those, woke, hope, hole, June, rule, rude, use, tube, tune, car, start, park, arm, garden, see, tree, green, meet, week, sea, dream, meat, each, read (present tense), head, bread, meant, instead, read (past tense), her, term, verb, person, girl, bird, shirt, first, third, turn, hurt, church, burst, Thursday, food, pool, moon, zoo, soon, book, took, foot, wood, good, boat, coat, road, coach, goal, toe, goes, out, about, mouth, around, sound, now, how, brown, down, town, own, blow, snow, grow, show, blue, clue, true, rescue, Tuesday, new, few, grew, flew, drew, threw, lie, tie, pie, cried, tried, dried, saw, draw, yawn, crawl, author, August, dinosaur, astronaut, air, fair, pair, hair, chair, dear, hear, beard, near, year, bear, pear, wear, bare, dare, care, share, scared, very, happy, funny, party, family, sketch, kit, skin.

Words containing the prefix - un

unhappy, undo, unload, unfair, unlock,

Compound words

football, playground, farmyard, bedroom, blackberry,

Year 1 Common exception words

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Key Objectives

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Word Reading Y1

Y1 Below (Refer to EYFS)	Y1 Expected	Y1 Greater Depth
<p>Taken from Development Matters:</p> <p><u>40-60 Months:</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p><u>ELG:</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • Apply phonic knowledge confidently and accurately to decode appropriate words. • Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. • Confidently blend sounds where appropriate, in unfamiliar words. • Read the full range of common exception words for YR 1. • Read words with a range of suffixes, including -s, -es, -ing, -ed and -est. • Independently read words of more than one syllable, appropriate to age-related texts. • Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't. • Read pseudo (alien) words with accuracy and fluency.
<ul style="list-style-type: none"> • Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. • As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. • Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. Working through Phases 1-4 of the Phonics programme. 	<ul style="list-style-type: none"> • Are working at Phase 5 of the Phonics Programme • 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. 	<ul style="list-style-type: none"> • 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 Y1

	Y1 Below (Refer to EYFS)	Y1 Expected	Y1 Greater Depth
Range of Reading	<p>Taken from Development Matters:</p> <p><u>ELG:</u> Children read and understand simple sentences.</p>	<ul style="list-style-type: none"> • Listen 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 	<ul style="list-style-type: none"> • Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions.
Familiarity with Texts	<p>They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding</p>	<ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales, and consider their particular characteristics • Recognise and join in with predictable phrases • learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing. • Link what they read to their own experiences. • Join in automatically with predictable phrases in poems and stories.
Summarising	<p>This can be achieved through:</p> <ul style="list-style-type: none"> • Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with and retelling stories in their own words 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. • Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.
Monitoring Meaning	<ul style="list-style-type: none"> • Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. 	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known • check that the text makes sense while reading and self-correct 	<ul style="list-style-type: none"> • Understand and explain how the title relates to the events or information within the text. • Make inferences with confidence, on the basis of what is said and done.
Understanding and Questioning	<ul style="list-style-type: none"> • Provide story boards and props which support children to talk about a story's characters and sequence of events. • Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. 	<ul style="list-style-type: none"> • 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 • Identify and discuss the main events in the stories • Identify and discuss the main characters in the stories 	<ul style="list-style-type: none"> • Make credible predictions on the basis of what has been read so far. • Make useful contributions in discussion about what is read to them, responding to what others say. • Explain clearly their understanding of what is read to them.

Making Connections Inference	<ul style="list-style-type: none"> • Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. • Provide some simple texts which children can decode to give them confidence and to practise their developing skills. 	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done 	
Prediction		<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	
Authorial Intent		<ul style="list-style-type: none"> • Recall specific information from non-fiction books 	
Visualising		<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to through visualising what is being said and done. 	
Discussing Reading		<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say • Listen to what others say • Explain clearly their understanding of what is read to them 	