



Reading

Year 1

Year 1 – Reading

Where statements refer to reading texts, these should be an appropriate difficulty for year 1

<u>R</u>	<u>Assessed</u>	<u>Examples</u>
	<u>Word Reading</u>	
1	Use phonics to decode words	
2	Say quickly the correct sound for graphemes (single letters and groups of letters) for all 40+ phonemes, including alternative sounds for graphemes	ea – 'ee' sound ow – could be 'ow' or 'oh'
3	Read unfamiliar words by blending sounds using known phonemes	
4	Read common exception words noting parts of the word that are not decodable; Read most high frequency words;	Was, he , she
5	Read words containing –s, -es, -ing, -ed, -er and –est endings	dogs, bushes, singing, jumped, faster, fastest seeing, walked, longer
6	Read words of more than one syllable using known phonemes and chunking	pocket, carrot, thunder
7	Read words with contractions and understand that the apostrophe ' takes the place of the missing letter(s)	I'm, I'll we'll
8	Read words that have the un- prefix	undo
9	Read compound words	football, playground
10	Read aloud accurately books at the right level for their phonic knowledge	
11	Re-read books to build up fluency and confidence in word reading	
	<u>Comprehension</u>	
12	Listen with enjoyment to poems, stories and non-fiction at a higher reading level than their own	
13	Become familiar with key stories, fairy stories and traditional tales, retelling them and talking about their characteristics	
14	Recognise and join in with predictable phrases	
15	Learn to appreciate rhymes and poems and to recite some by heart	
16	Link what they read and hear to their own experiences	
17	Draw on what they already know, as well as background knowledge or vocabulary provided by the teacher to help understand a text	

18	Check the text makes sense and correct mistakes when reading	
19	Talk about the title and events	
20	Make inferences based on what is happening, from the text and/or illustrations	
21	Predict what might happen based on what has been read so far	
22	Join in talking about what has been read to them, taking turns and listening to others	
23	Explain clearly their understanding of what has been read to them	

Suggested questions for reading sessions with Year 1 or 2 pupils

- Where does the story take place?
- When did the story take place?
- What did the character look like?
- Where did the character live?
- Who are the key characters in the book?
- What happened in the story?
- Explain something that happened at a specific point in the story.
- If you were going to interview this character/author, what would you ask?
- Which is your favourite part? Why?
- Who would you most like to meet from the story? Why?
- What do you think would happen next if the story carried on past the ending of the book?
- Who was the storyteller? How do you know?
- Predict what you think is going to happen next. Why do you think this?
- Is this a place you could visit? Why?
- How is the main character feeling at the start/middle/end of the story? Why do they feel this way? Does this surprise you?

- What is the text about?
- What is the title of the text?
- Who is the author of the text?
- What kind of things would you expect to see in this book?
- Can you find examples of different features of this text type?
- Find something that interests you from the text. Explain why you chose that particular part?
- Where would you look to find out what a technical word means?
- What is on the cover of the book? What does this tell you about the content inside?
- Which parts of the book could help you find the information you need?
- When would you use the contents page in the book?
- What sort of person do you think would use this book? Why?
- Can you suggest ideas for other sections or chapters to go into the book?
- Do you think the author of the book is an expert about the topic of the book? Why?