# Key Learning in Reading: Year 1

| Word Reading | Comprehension |
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| As above and:<br>Letters and Sounds Phases 4 to 5.<br><br>▪ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u><br>▪ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow in snow and cow.*</u><br>▪ <u>Read accurately by blending sounds in unfamiliar words</u>.<br>▪ Read words containing *–s, -es, -ing, -ed, -er, -est* endings.<br>▪ Split two and three syllable words into the separate syllables to support blending for reading.<br>▪ Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.<br>▪ Automatically recognise approximately 150 high frequency words (see bottom).<br>▪ <u>Apply phonic knowledge for reading.</u><br>▪ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u><br>▪ Develop fluency, accuracy and confidence by re-reading books.<br>▪ <u>Read more challenging texts using phonics and high frequency word recognition.</u> | As above and:<br>Develop pleasure in reading, motivation to read, vocabulary and understanding by:<br>▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.<br>▪ <u>Identifying and discuss the main events in stories.</u><br>▪ <u>Identifying and discuss the main characters in stories</u>.<br>▪ <u>Recalling specific information in texts</u>.<br>▪ Recognising and join in with language patterns and repetition.<br>▪ Use patterns and repetition to support oral retelling.<br>▪ Reciting rhymes and poems by heart.<br>▪ Relating texts to own experiences.<br>▪ Re telling familiar stories in a range of contexts e.g. *small world, role play, storytelling.*<br>▪ <u>Make personal reading choices and explain reasons for choices.</u><br><br>Understand both the books they can already read accurately and fluently and those that they listen to by:<br>▪ Introducing and discussing key vocabulary.<br>▪ Activating prior knowledge e.g. *what do you know about minibeasts?*<br>▪ <u>Checking that texts make sense while reading and self-correct.</u><br>▪ <u>Making predictions based on what has been read so far.</u><br>▪ Make basic inferences about what is being said and done.<br>▪ Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.*<br><br>Participating in discussion about what is read to them, taking turns and listening to what others say by:<br>▪ <u>Listening to what others say.</u><br>▪ Taking turns.<br>▪ Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.*<br>▪ Explaining clearly their understanding of what is read to them.<br>▪ <u>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.</u> |