

Reading Curriculum
Comprehension

		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Year 1	Develop pleasure in reading, motivation to read, vocabulary understanding by:		<p>Recognising and joining in with predictable phrases</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics</p>			Being encouraged to link what they read or hear read to their own experiences	Participate in discussion about what is read to them, taking turns and listening to what others say

	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>					<p>Checking that the text makes sense as they read and correcting inaccurate reading</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discussing the significance of title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Explain clearly their understanding of what is read to them</p>

Word Reading

	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
Year 1	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read words containing taught GPCs and –s , -es, -ing,-ed,-er and -est endings Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<ul style="list-style-type: none"> Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) 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 other words of more than one syllable that contain taught GPCs	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