# READING: Implementation and Progression Overview Counts in Year 1

| A | B | C | D | E | F |
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## Reading Curriculum

| History: Living Memory Toys | Reading Breadth: Fairy Stories & Rhymes | Geography: Locality | Reading Breadth: Traditional Tales & Poems | Science: Animals inc. Humans | Reading Breadth: Stories & Poems |
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## Word Reading

**Throughout Year 1 Focus on:**

Read words containing taught GPCs

Read other words of more than one syllable that contain taught GPCs

Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency

Read all capital letters and the days of the week

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read aloud accurately decodable books that are consistent with their developing phonic knowledge

Re-read books to build up fluency and confidence

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

| Build on Previous Year & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: |
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| •Read *some* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>•Teach –s, –es endings | •Read *some* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>•Reinforce –s, –es endings and teach – er endings | •Read *most* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>•Reinforce –s, –es, – er endings and teach –ing endings | •Read *most* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>•Reinforce –s, –es, – er, – ing endings and teach –ed endings | •Read *all* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>•Reinforce –s, –es, – er, – ing, -ed endings and teach –est endings | •Read *all* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>•Reinforce –s, –es, – er, – ing, -ed, and – est endings |

## Comprehension

**Throughout Year 1 Focus on:**

•Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently

• Link what they read or hear read to their own experiences

•Recognise and join in with predictable phrases with increased confidence

•Recite by heart many poems

•Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say

| Build on Previous Year & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: |
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| •Become familiar with stories, retelling them and considering their particular characteristics<br>•Check that the text makes sense to them as they read and correcting inaccurate reading | •Become familiar with several key fairy stories, retelling them and considering their particular characteristics<br>•Draw on what they already know or on background information and vocabulary provided by the teacher<br>•Discuss word meanings and link new meanings to those already known<br>•Predict what might happen on the basis of what has been read so far | •Become familiar with stories, retelling them and considering their particular characteristics<br>•Discuss significant events in stories<br>•Predict what might happen on the basis of what has been read so far | •Become familiar with several key traditional tales, retelling them and considering their particular characteristics<br>•Make inferences on the basis of what is being said and done | •Become familiar with stories, retelling them and considering their particular characteristics<br>•Make inferences on the basis of what is being said and done | •Become familiar with several key stories and poems, retelling them and considering their particular characteristics<br>•Make inferences on the basis of what is being said and done |

## Skills and Strategies

**Apply the following reading strategies with increasing independence:**
- Use a phonics first approach for decoding unfamiliar words and practicing known graphemes
- Blend known graphemes when reading words
- Segment known graphemes when reading words
- Identify simple text features such as titles and pictures to indicate what a text is about
- Talk *about* books (when not decoding) make meaning from visual features of the text, e.g. illustrations and captions to help discussions (decoding)
- Develop reading accuracy decodable text
- Self-correction including re-reading words
- Identify and locate pre-taught vocabulary
- Re read sentences for fluency

| Build on Previous Year & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: |
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| •Show an awareness of full stops when reading<br>•Identify simple text features such as titles and pictures to indicate what the text is about | •Show an awareness of full stops when reading<br>•Identify simple text features such as titles and pictures to indicate what the text is about<br>• Show an awareness of the difference between stories, information and poetry | •Read with attention full stops when reading<br>•Discuss prior knowledge of context<br>•Deepen understanding of story through Book Talk of illustrations<br>• Show an awareness of the difference between stories, information and poetry<br>•Understand how captions can give information<br>•Make simple predictions | •Read aloud with attention to capital letters to start sentences, full stops and question marks.<br>•Discuss prior knowledge of context<br>•Deepen understanding of story through Book Talk of illustrations<br>•Make simple predictions | •Read aloud with attention to capital letters to start sentences, full stops and question marks<br>•Discuss prior knowledge of context<br>•Deepen understanding of story through Book Talk of illustrations<br>•Understand how captions can give information<br>•Make simple predictions | •Read aloud with attention to capital letters to start sentences, full stops and question marks.<br>•Discuss prior knowledge of context<br>•Deepen understanding of story through Book Talk of illustrations<br>•Make simple predictions |

## Content Domains*

**\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.**
1a draw on knowledge of vocabulary to understand texts
1d make inferences from the text

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| **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>**1d** make inferences from the text | **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>**1e** predict what might happen on the basis of what has been read so far<br>**1d** make inferences from the text | **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>**1e** predict what might happen on the basis of what has been read so far<br>**1d** make inferences from the text | **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>**1e** predict what might happen on the basis of what has been read so far<br>**1d** make inferences from the text | **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>**1e** predict what might happen on the basis of what has been read so far<br>**1c** identify and explain the sequence of events in texts<br>**1d** make inferences from the text | **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information<br>**1e** predict what might happen on the basis of what has been read so far<br>**1c** identify and explain the sequence of events in texts<br>**1d** make inferences from the text |

## Reading Terminology for Pupils

**Building on Previous Year and throughout Year 1 focus on:**

grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event