

Year 1 reading programme of study

| Meeting reading skills with wider reading opportunities | |
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| Reading across the curriculum | To develop pleasure in reading and motivation to read |
| | To be familiar with key stories (including fairy stories and traditional tales) |
| | To retell key stories (including fairy stories and traditional tales) |
| | To consider the particular characteristics of key stories (including fairy stories and traditional tales) |
| | To use role play to explore characters and to try out language I have listened to |
| | To appreciate rhymes and poems and recite some by heart |
| Reading to children | To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently |
| | To recognise and join in with predictable phrases |
| | To participate in discussions taking turns and listening to what others say |
| | To explain clearly my understanding of what is read to me |
| | To retell a shortened version of a story that has been read to me |

| Guided reading | |
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| Decoding | To apply phonic knowledge and skills as a route to decode words |
| | To respond speedily with the correct sounds to graphemes for all 40+ phonemes (including alternate sounds for graphemes) |
| | To read accurately by blending sounds in unfamiliar words containing taught GPCs |
| | To read common exceptions words noting the unusual correspondence between spelling and sound where these occur in the word |
| | To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings |
| | To read other words of more than one syllable that contain taught GPCs |
| | To read words with contractions and understand that the apostrophe represents the omitted letter(s) (e.g. I'm, I'll, we'll) |
| | To read aloud accurately books that are consistent with their developing phonic knowledge (and don't require other strategies to work out words) |
| | To re-read phonically appropriate books to build up their fluency and confidence in word reading |
| | To check the text makes sense to them as they read and correct inaccurate reading |
| Predicting | To link what they read and hear to my own experiences |
| | To predict what might happen on the basis of what has been read so far |
| Understanding | To discuss the meaning of unfamiliar words with my teacher to build my vocabulary |
| | To discuss new word meanings, linking them to those already known |
| | To draw on what I already know or background information given by the teacher to understand texts |
| | To use background information or vocabulary given by the teacher to understand texts |
| Direct questions | To answer factual questions showing an understanding of what I have read |
| | To find specific information in a text |
| Deduction questions | To reference my deductions with evidence from the text |
| | To answer 'why' questions about a text |
| Inference questions | To make inference on the basis of what is being said and done |
| | To answer questions on the basis of what is said and done in a familiar book (including books read to me) |
| | To make links between simple events in a story |
| Summarising | To discuss the significance of the title and events |
| | To retell a shortened version of a story that I have read |
| | To order events from a story to show the sequence of events |