



Year 1 Reading Progression

<p>Year 1 National Curriculum Statements – Reading – word reading</p>	<p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• 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 words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• read other words of more than one syllable that contain taught GPCs• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• reread these books to build up their fluency and confidence in word reading
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<p style="text-align: center;">Year 1 National Curriculum Statements – Reading Comprehension</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: V: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E: being encouraged to link what they read or hear read to their own experiences V: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V: recognising and joining in with predictable phrases V: learning to appreciate rhymes and poems, and to recite some by heart V: discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: V: drawing on what they already know or on background information and vocabulary provided by the teacher S: checking that the text makes sense to them as they read and correcting inaccurate reading S: discussing the significance of the title and events I: making inferences on the basis of what is being said and done P: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others E: explain clearly their understanding of what is read to them.</p>
<p style="text-align: center;">Activities to support reading</p>	<ul style="list-style-type: none"> • Model and demonstrate directionality and correct book handling • Relate spoken words to written words in context • Encourage children to act out parts of the story and retell the story in their own words • Transcribe the children’s oral responses into written ones • Jump in – Encourage children to continue the story to the end of the punctuation in a known story • Choral response – Encourage children to read as a group or popcorn ideas to share • MYYT – Allow children to discuss in partners or read together

	Skills	Question stems
Year 1 Vocabulary	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story? •
Year 1 Inference	<ul style="list-style-type: none"> • make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • What do you think.....means? • Why do you think that? • How do you think. ..? • When do you think. ..? • Where do you think. ? • How does make you feel? • Why did happen? •

<p style="text-align: center;">Year 1 Prediction</p>	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
<p style="text-align: center;">Year 1 Explaining</p>	<ul style="list-style-type: none"> • give an opinion including likes and dislikes • link what they read or hear to their own experiences • explain clearly understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?

<p style="text-align: center;">Year 1 Retrieval</p>	<ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop knowledge of retrieval through images. • recognise characters, events, titles and information. • recognise differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
<p style="text-align: center;">Year 1 Sequence</p>	<ul style="list-style-type: none"> • retell familiar stories orally eg. fairy tales and traditional tales • sequence the events of a familiar story • begin to discuss how events are linked 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RWI phonics	<p>Purple</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to read words containing set 2 sounds.</p> <p>Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.</p>	<p>Pink</p> <p>Review set 2 sounds, particularly: ar, or, air, ir, ou, oy</p> <p>Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo</p> <p>Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e</p>	<p>Orange</p> <p>Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e).</p> <p>Children are taught the rest of the set 3 sounds.</p>	<p>Yellow</p> <p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Begin to read multisyllabic words, including words with suffix endings.</p>	<p>Blue</p> <p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Read multisyllabic words with increased accuracy.</p>	<p>Grey</p> <p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Read multisyllabic words with increased accuracy and pace</p>
Power of Reading	Oh No, George! Traditional Tales	Owl Babies The Gruffalo	The Lonely Beast Ossiri and Bala Mengro	Whatever Next! I Will Not Ever Never Eat a Tomato	The Lighthouse Keeper's Lunch The Storm Whale	Katie in London Handa's Surprise
VIPERS	<p>V – join in with predictable phrases</p> <p>I – infer basic points with direct</p>	<p>V – discussing word meanings, linking new meanings to those already known</p>	<p>V – discussing word meanings, linking new meanings to those already known</p>	<p>V – use vocabulary given by the teacher</p> <p>I - make basic inferences about</p>	<p>V – discuss his/her favourite words and phrases</p> <p>I - demonstrate simple inference</p>	<p>V – discuss his/her favourite words and phrases</p> <p>I - demonstrate simple inference</p>

	<p>reference to the pictures and words in the text</p> <p>P- make simple predictions based on the story and on their own life experience.</p> <p>E – give an opinion including likes and dislikes</p> <p>R – answer a question about what has just happened in a story</p> <p>S – retell familiar stories orally eg. fairy tales and traditional tales</p>	<p>draw upon knowledge of vocabulary in order to understand the text</p> <p>I – infer basic points with direct reference to the pictures and words in the text</p> <p>P – make simple predictions based on the story and on their own life experience.</p> <p>E – link what they read or hear to their own experiences</p> <p>R – develop knowledge of retrieval through images</p>	<p>draw upon knowledge of vocabulary in order to understand the text</p> <p>I – make basic inferences about characters’ feelings by using what they say as evidence.</p> <p>P predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>E link what they read or hear to their own experiences</p> <p>R – recognise characters, events, titles and information</p>	<p>characters’ feelings by using what they say as evidence.</p> <p>P – predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>E explain clearly understanding of what has been read to them</p> <p>R – recognise differences between fiction and non-fiction texts.</p> <p>S – sequence the events of a familiar story</p>	<p>from the text based on what is said and done discuss the significance of the title and events</p> <p>P – predicting what might happen on the basis of what has been read so far in terms of story, character and plot begin to explain these ideas verbally or through pictures.</p> <p>E – explain clearly understanding of what has been read to them</p> <p>express views about events or characters</p> <p>R – retrieve information by</p>	<p>from the text based on what is said and done discuss the significance of the title and events</p> <p>P – predicting what might happen on the basis of what has been read so far in terms of story, character and plot begin to explain these ideas verbally or through pictures.</p> <p>E – explain clearly understanding of what has been read to them</p> <p>express views about events or characters</p> <p>R – retrieve information by</p>
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