

National Curriculum Aspect	1:1 and Home reading	Reading skills	Phonics	Reading for pleasure books	Year 1 English	Class Story	Other
WORD READING - Pupils should be taught to:							
apply phonic knowledge and skills as the route to decode words	x	x	x				
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	x	x	x				
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	x	x	x				
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	x		x		x		
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings					x		
read other words of more than one syllable that contain taught GPCs		x	x		x		
read words with contractions and understand that the apostrophe represents the omitted letters					x		
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	x		x				
reread these books to build up their fluency and confidence in word reading	x		x				

COMPREHENSION - Pupils should be taught to:							
develop pleasure in reading, motivation to read, vocabulary and understanding by:							
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently				x	x	x	
being encouraged to link what they read or hear to their own experiences				x	x	x	
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics				x	x	x	
recognising and joining in with predictable phrases				x	x	x	
learning to appreciate rhymes and poems, and to recite some by heart					x	x	Poetry Festival
discussing word meanings, linking new meanings to those already known					x	x	Topic
understand both the books they can already read accurately and fluently and those they listen to by:							
drawing on what they already know or on background information and vocabulary provided by the teacher	x	x		x	x	x	Topic
checking that the text makes sense to them as they read, and correcting inaccurate reading	x		x				
discussing the significance of the title and events	x			x		x	
making inferences on the basis of what has been said and done		x			x		
predicting what might happen on the basis of what has been read so far	x				x	x	
participate in discussion about what is read to them, taking turns and listening to what others say	x		x			x	
explain clearly their understanding of what is read to them	x	x			x	x	

