



Year 1 Reading Knowledge and Skills Progression

<u>Word Reading</u>	
<u>Phonics and Decoding</u>	<u>Fluency</u>
<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words • To reread texts to build up fluency and confidence in word reading.
<p><u>Common Exception Words:</u> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	

<u>Comprehension</u>		
	<u>Key Reading Skills</u>	<u>Suggested question stems for whole class reading</u>
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?



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

Inference	<ul style="list-style-type: none"> • Children 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?
Prediction	<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?
Explanation	<ul style="list-style-type: none"> • Give my opinion including likes and dislikes (not too objective). • Link what they read or hear to their own experiences • Explain clearly my 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?
Retrieval	<ul style="list-style-type: none"> • Answer a question about what has just happened in a story. • Develop their 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?



St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

Sequencing	<ul style="list-style-type: none">• Retell familiar stories orally e.g. fairy stories and traditional tales• Sequence the events of a story they are familiar with• 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?
-------------------	--	---