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| YEAR ONE | |
| Decoding | \*Apply phonic knowledge 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.  \* Read common suffixes (-s, -es), -ing, -ed, -est etc).  \* Read contractions I’m, I’ll and we’ll.  \*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.  \*Reread texts to build up fluency and confidence in word reading.  \*Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| Range of Reading | \*Listening to and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently.  \*Being encouraged to link what they read or hear read to their own experiences. |
| Familiarity of Texts | \* Becoming familiar with key stories, fairy stories and traditional tales, retelling them in increasing detail.  \*Recognising and joining in with predictable phrases. |
| Poetry and Performance | \*Learn to appreciate rhymes and poems, and to recite some by heart. |
| Word Meaning | \*To discuss word meaning and link new meanings to those already known. |
| Understanding | \* Drawing on what they already know or on background information or vocabulary provided by the teacher.  \*Discussing the sequence of events in books  \*Checking that the text makes sense to them as they read and self correcting when it does not.   |  | | --- | |  | |
| Inference | \* Discussing the significance of the title and events.  \* Begin to make simple inferences. |
| Prediction | \* Predict what might happen on the basis of what has happened so far.   |  | | --- | |  | |
| Authorial Intent | \*Identify the author |
| Non Fiction | \*Exposure to non fiction books in independent reading and structured reading. |
| Discussing Reading | \*Participate in discussion about what has been read to them, taking turns and listening to what others say.  \* Explain clearly what has been read to them (with understanding).  \*Discuss the significance of titles and events.   |  | | --- | |  | |