

Year 1 Reading Curriculum Objectives

Reading – Year 1

Word Reading

Read other words of more than one syllable that contain taught GPCs.

Identify words through reading, e.g., table, window, fairy.

Show an understanding of how knowledge of syllables can support word reading, through a range of activities, e.g.:

locating a word with one / two / three syllables;

clapping the syllables in the word;

breaking words into syllables before reading the whole word.

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

Use text to identify words having contractions.

Discuss how an apostrophe replaces letters.

Use the word in a sentence orally, e.g., 'I'm going to the shops today.'

Match contractions to expanded form, e.g., 'I'm' with 'I am'.

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Read text consistent with phonic knowledge.

Read books at age appropriate instructional level. (90-94% accuracy.)

Re-read these books to build up their fluency and confidence in word reading.

Use phrasing within reading, such as 'Once upon a time', e.g., teacher might model chunking language units together in text.

Attend to punctuation when reading, e.g., teacher might model how individual punctuation changes the way reading sounds.

Know how words go together to build up phrasing in reading, e.g., teacher might use cut up sentences to model this.

Return to texts read previously in guided reading, e.g., select a book from a 'familiar reading' basket.

Track text with eyes. (Pace of reading should not be dictated by finger pointing.)

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

Use text to identify words having the suffixes of interest.

Discuss how suffixes change the root word and orally be able to use the word in a sentence, e.g., 'Today, I jump . . . yesterday, I jumped.'

Match root words with the suffix and then put it into a sentence effectively.

Read words with suffixes by building on root words already known, e.g., use masking cards within reading to isolate root words and word endings.

Regular plural noun suffixes -s or -es (e.g. dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun (VG&P, Year 1)

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper). (VG&P, Year 1)

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (VG&P, Year 1)

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root . (Spelling, Year 1)

Apply phonic knowledge and skills as the route to decode words.

Blend sounds to read words.

Year 1 Reading Curriculum Objectives

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Recognise words with the same phoneme but different grapheme when reading e.g., put them into word collection charts and link to meaning.

Spell words containing each of the 40+ phonemes already taught. (Spelling, Year 1)

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Blend sounds to read words.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Find common exception words when reading, e.g., when using a masking card to locate and isolate words within text.

Answer questions about common exception words when reading, e.g., 'How many times can you find the word 'the' on this page?'

Find common exception words around the provision, e.g., through word mats, wall display and games within the provision.

When reading, identify common exception words noting unusual correspondences, e.g., come, today, said.

Read common exception words,

Spell common exception words. (Spelling, Year 1)

Year 1 Reading Curriculum Objectives

Reading – Year 1

Comprehension

Learning to appreciate rhymes and poems and to recite some by heart.

Listen to poems and rhymes:

as a whole class;

in small groups;

individually, e.g., with a listening centre.

Use music or actions with poems to aid recall.

Talk about likes and dislikes of the poem or rhyme.

Select favourite poems / rhymes and explain why.

Learn and recite rhymes / poems.

Present rhymes and poems learnt to an audience.

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Share high quality books.

Develop vocabulary linked to storytelling, e.g., 'Once upon a time', 'a wicked stepmother', 'what big teeth you've got . . . '

Re-visit and re-read favourite stories.

Re-visit stories as directed by an adult.

Discuss characters (good and bad), settings and events.

Know the key phrases within a story: order main events using story language, e.g. Once upon a time, one day, then, after that, finally.

Orally re-tell stories on a regular basis, e.g. create story maps to support oral re-telling of stories.

Recognising and joining in with predictable phrases.

Join in with repetitive language patterns, e.g., during shared reading.

Predict what will come next using context and rhyme.

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Discuss books with other adults / pupils and listen to their views, e.g.:

favourite events;

characters;

genre;

settings;

likes / dislike.

Discuss unknown vocabulary.

Show greater understanding of a text through participation in drama activities, such as hot seating, freeze framing, etc.

Discuss how language is used in fiction, e.g., describe a character or a setting.

Understand the difference between fiction and non-fiction, identifying purpose.

Discuss some of the features of non-fiction texts including:

contents and index;

structure;

Year 1 Reading Curriculum Objectives

diagram and illustrations;

captions and labels;

lists.

Read non-fiction books for a purpose, e.g., teacher poses questions that can be answered by finding information in a non-fiction text.

Being encouraged to link what they read or hear read to their own experiences.

Talk about books already known, e.g., 'Have you ever been to the beach?' 'What did you do there?' 'Are you frightened of spiders?' 'Why?'

Discuss what words make you think of, e.g., After reading the title 'Voices in the Park,' ask 'What does the word 'voices' make you think of? Why do you think that?'

Predict what might happen next in books, e.g., "I think the children will go swimming and build sandcastles at the beach.'

Discussing word meanings, linking new meanings to those already known.

Learn new vocabulary with reference to text.

Link new meanings of words to those already known, e.g., 'big' to 'enormous' or 'huge' to 'massive'.

Find interesting words linked to books and stories, e.g., make collections of interesting words.

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Discuss front covers of books, referring to prior experiences and other books read.

Ask questions before and during reading.

Discuss unknown vocabulary to aid clarity of meaning.

Make predictions before and during reading.

Checking that the text makes sense to them as they read as they read correcting inaccurate reading.

Demonstrate active listening when reading.

Self-correct when a word / sentence does not make sense.

Answer retrieval questions about the text, e.g., 'What colour coat is she wearing?'

Take notice of and use the punctuation during reading.

Take notice of and use the meaning during reading, e.g., be able to answer questions relating to the accuracy of their reading such as:

'Does that make sense?'

'Why did you stop?'

'Does that sound right?'

Discussing the significance of the title and events.

Generate own questions from reading the title (with support), e.g., for 'Voices in The Park' a question such as, "I wonder what the voices are saying?'

Predict what might happen in the story based on the title and front cover picture.

Discuss events as the story is read, reflecting on why things happen.

Identify the main events and characters in stories.

Making inferences on the basis of what is being said and done.

Answer simple inference questions about the text, e.g., 'How is she feeling?', 'Why did she visit her Grandma?'

Use visualisation techniques to help make information explicit, e.g.:

drawing;

acting out;

freeze framing.

Year 1 Reading Curriculum Objectives

Predicting what might happen on the basis of what has been read so far.

During reading, stop at various points in the story and predict what might happen next, showing an understanding of ideas, events and characters linked to evidence in the text.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Discuss events during reading, reflecting on why things happen.

Ask and respond to questions.

Actively listen to others.

Explain clearly their understanding of what is read to them.

Respond to questions asked during discussions.

Participate in discussions about characters, events, likes / dislikes, why things are happening, etc.

Understand what different question words mean.