

Curriculum Design for Reading

Year – 1

| | <u>Skills</u> |
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| Word Knowledge | <p>Apply phonic knowledge to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught.</p> <p>Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</p> <p>Read words with the endings -s, -es, -ing, -ed and -est.</p> <p>Read some phonically-decodable books, closely matched to phonic knowledge.</p> <p>Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</p> <p>Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p> <p>Read words of more than one syllable which contain GPCs known.</p> |
| Comprehension | <p>Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</p> <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</p> <p>Link what they read to their own experiences.</p> <p>Recognise and join in with predictable phrases in poems and stories.</p> |

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| | <p>Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Participate in discussion about what is read to them, taking turns and listening to others.</p> <p>Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</p> <p>Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</p> <p>Talk about the significance of the title and events.</p> <p>Check that texts make sense when reading; self-correct and re-read inaccurate reading.</p> |
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