

Kelvin Grove Primary School



Year 1 Reading Curriculum

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Pupils should be taught to develop pleasure in reading 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
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Word Reading

(of books they read themselves)

- Match all graphemes taught to their phonemes (Phases 2, 3 & 5)
- Blend sounds in words of one syllable or more based on known GPCs (including words with s, es, ing, ed, er, est endings)
- Read words with contractions e.g I'm, I'll, we'll, and understand that the apostrophe represents omitted letters
- Read known words by sight
- Re-read familiar texts independently to improve fluency

Comprehension

(of books they read and those that are read to them)

Clarifying words, questioning, summarising

Use prior knowledge to understand texts, linking what they read or hear to their own experiences by:

Making connections with what they read or hear to own experiences e.g. I like going to the beach too.

Use the context and vocabulary provided to understand texts by:

Discussing language choices that are key to the text e.g. repeated phrases, well-chosen adjectives, exclamations.

Recognising typical phrases which appear in stories e.g. story language.

Discussing word meanings, linking new meanings to those already known e.g. He **sped** means he ran really fast.

Discussing settings and what they indicate about a story e.g. "This story happens on the moon. There is a rocket and he has a space hat. I think there will be aliens."

Check that the text makes sense to them as they read and correct miscues by:

Reading with appropriate fluency and expression to show understanding.

Asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. "What if a tiger came to my house? Why did the tiger drink all of the milk?"

Begin to draw simple inferences from the text and/or illustrations by:

Recognising different thoughts/feelings of main characters within a text.

Using tentative language to speculate on possibilities raised by the text e.g. "Maybe he likes farms. That is why he is called Farmer Duck. I think Farmer Duck must be very tired."

Make predictions based on events in the text by:

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

Make predictions about how a character might behave.

Explain main events of stories read to them to show understanding by:

Discussing sequence of events. E.g. First the pancake went into a field and then a bull tried to eat him.

Recalling main events/ideas from a text.

Re-reading to find specific information from a text.

Say what they like about stories they know

Begin to recognise elements that are encountered in other stories e.g. talking animals, grandparents, cottage in the woods, magical objects etc

Justify (with support) their views about texts they have had read to them and others that they read for themselves e.g. "Puffin Peter looked and looked everywhere for Paul because he really missed him."

Taking turns in a discussion, sometimes expressing a view or opinion and listening attentively to others.