



## Reading skills- Key Stage 1- Year 1

### What is expected in reading?

<b>Word reading</b>	<b>Comprehension</b>
<p>1 apply phonic knowledge and skills as the route to decode words</p> <p>2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>3 read accurately by blending sounds in unfamiliar words containing letters and sounds that have been taught</p> <p>4 read words containing taught letters and sounds and 's, 'es, 'ing, 'ed, 'er and 'est endings</p> <p>5 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>6 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</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>1 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>2 being encouraged to link what they read or hear read to their own experiences</p> <p>3 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>4 recognising and joining in with predictable phrases</p> <p>5 learning to appreciate rhymes and poems, and to recite some by heart</p> <p>6 discussing word meanings, linking new meanings to those already known</p> <p>7 understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>8 drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>9 checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>10 discussing the significance of the title and events</p> <p>11 making inferences on the basis of what is being said and done</p> <p>12 predicting what might happen on the basis of what has been read so far</p> <p>13 participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>14 explain clearly their understanding of what is read to them.</p>