



## **Stanion CofE Primary School – Reading Progression Year 1**

<b>Word Reading – Pupils can:</b>
Apply phonic knowledge and skills as the route to decode words
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
Read other words of more than one syllable that contain taught GPCs
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
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
Re-read these books to build up their fluency and confidence in word reading
<b>Comprehension – Pupils can:</b>
<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>
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
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
<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>
Drawing on what they already know or on background information and vocabulary provided by the teacher
Checking that the text makes sense to them as they read and correcting inaccurate reading
Discussing the significance of the title and events
Making inferences on the basis of what is being said and done
Predicting what might happen on the basis of what has been read so far
Participate in discussion about what is read to them, taking turns and listening to what others say
Explain clearly their understanding of what is read to them