

English

Key Learning Indicators of Performance in Reading: Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> ▶ <u>Apply phonic knowledge and skills as the route to decode words.</u> ▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> ▶ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</u> ▶ <u>Read accurately by blending sounds in unfamiliar words.</u> ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing –s, –es, –ing, –ed, –er, –est endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. ▶ Recognise and join in with language patterns and repetition. ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. ▶ Enjoy and recite rhymes and poems by heart. ▶ <u>Make personal reading choices and explain reasons for choices.</u> <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▶ <u>Check that texts make sense while reading and self-correct.</u> ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▶ Explain clearly their understanding of what is read to them. ▶ <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u> ▶ <u>Identify and discuss the main events in stories.</u> ▶ <u>Identify and discuss the main characters in stories.</u> ▶ <u>Recall specific information in fiction and non-fiction texts.</u> ▶ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> ▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. ▶ Make basic inferences about what is being said and done. ▶ <u>Make predictions based on what has been read so far.</u> <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ <u>Listen to what others say.</u> ▶ Take turns.

► Read more challenging texts using phonics and common exception word recognition.