



# Reading Overview

## Year 1

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. <u>To apply phonic knowledge and skills as the route to decode words</u></p> <p>W2. <u>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</u></p> <p>W3. <u>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g ow in snow and cow</u></p> <p>W4. <u>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</u> (Y1 list, moving to Y2 when ready)</p> <p>W5. <u>To read words containing taught GPCs and -s, -es, -ies, -ing, -ed, -er and -est endings</u></p> <p>W6. To count the syllables in words</p> <p>W7. <u>To read words of more than one syllable that contain taught GPCs</u></p> <p>W8. <u>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</u></p> <p>W9. To use picture clues to help with reading texts.</p>	<p>P1. <u>To develop pleasure in reading, motivation to read, vocabulary and understanding</u></p> <p>P2. <u>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</u></p> <p>P3. To recognise the difference between fiction and non-fiction.</p> <p>P4. To recall and write about specific information in fiction and non-fiction texts</p> <p>P5. <u>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</u></p> <p>P6. To use drama and role play to retell stories and take on the role of a character.</p> <p>P7. To retell verbally and in written form.</p> <p>P8. To choose own books/stories to read and say why they have chosen it verbally and in written form.</p> <p>P9. <u>To recognise and join in with predictable phrases.</u></p> <p>P10. To recognise repetition of language in reading.</p> <p>P11. To recognise obvious story language, for example: Once upon a time.. Big Bad Wolf.</p> <p>P12. <u>To link what they read or hear to their own experiences, with encouragement.</u></p>	<p>F1. <u>To understand both the books they can already read accurately and fluently and those they listen to</u></p> <p>F2. <u>To draw on own knowledge or on background information and vocabulary provided by the teacher</u></p> <p>F3. <u>To check that the text makes sense to them as they read, and correct inaccurate reading</u></p> <p>F4. <u>To discuss the significance of the title and events</u></p> <p>F5. To identify and discuss the main events or key points in stories that they read themselves.</p> <p>F6. To identify and discuss the main characters in stories that are read independently.</p> <p>F7. To record what is read to them through representations and in writing.</p> <p>F8. <u>To make inferences based on what is said and done</u></p> <p>F9. To express opinions verbally and in written form about main events and characters in a story <u>based on what is being said and done.</u></p> <p>F10. To recognise verbally and in written form why a character is feeling a certain way <u>based on what is being said and done.</u></p>	<p>D1. <u>To participate in discussions about what is read to them, taking turns and listening to what others say</u></p> <p>D2. <u>To explain clearly their understanding of what is read to them</u></p> <p>D3. To locate information on a simple fact sheet.</p> <p>D4. To begin to retrieve from non-fiction texts including using, contents pages and glossaries.</p> <p>D5. To discuss how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>



<p>W10. To break words down into smaller 'chunks' to help with reading.</p> <p>W11. <u>To read books aloud accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</u></p> <p>W12. <u>To reread books to build up fluency and confidence in word reading</u></p>	<p>P13. <u>To learn to appreciate rhymes and poems, and to recite some by heart</u></p> <p>P14. <u>To discuss word meanings, linking new meanings to those already known</u></p>	<p>F11. <u>To make predictions verbally and in written form based on what they have read so far</u></p> <p>F12. To answer questions on a text they read relating to who, what, where, when, why and how.</p>	
Sentence Stems		Vocabulary	
<p>I like/don't like... because...</p> <p>I think... happened because...</p> <p>I feel that...</p> <p>Next time I ...</p> <p>First, next...</p> <p>I agree/disagree because...</p>		<p>author, fiction, non-fiction, rhyme, story, character, setting,</p> <p>letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	





## Year 1 Reading Overview- June 2023

