

Year 1	Step 1	Step 2	ARE	Greater Depth
<p>Attitudes to reading: develop pleasure in reading, motivation to read and develop vocabulary and understanding</p> <p>Terminology for pupils: phonics, decode, blend, segment, sound, digraph, trigraph, alphabet, letter sound/name, vowel, consonant, suffix, apostrophe</p>			<p>Children must be achieving these skills within the turquoise book bands level to be working at age related standards. Reading should be becoming more fluent.</p>	
<p>Word Reading</p>	<p>Begin to recognise the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Understand that some words don't follow phonetic rules and need to be learnt.</p> <p>Recognise and begin to read words with the suffixes s, es and ing and begin to understand how it changes the word.</p> <p>To understand and recognise when words have more than one syllable; to be able to count syllables in a word.</p> <p>To know what an apostrophe is and recognise one.</p>	<p>Recognise and begin to blend the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Begin to learn some of the common exception words from phases 2,3,4,5 of Letters and Sounds.</p> <p>Recognise and begin to read words with the suffixes ed, er and est and begin to understand how it changes the word.</p> <p>To know how to segment words into syllables; understand how to read each syllable separately before blending together.</p> <p>Begin to read some words with contractions and understand that</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s).</p>	<p>All aspects of reading at the national standard are embedded.</p> <p>Books are selected in order to challenge knowledge and word reading skills.</p> <p>When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.</p> <p>Is able to use the adventurous vocabulary from their reading in their writing.</p>

		<p>the apostrophe represents the omitted letter(s).</p>	<p>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>Re-read these books to build up their fluency and confidence in word reading.</p>	
<p>Comprehension</p>	<p>Understand that there are different types of story.</p> <p>Ask for meanings of words that they don't understand.</p>	<p>Listening to and discussing a wide range of simple poems, stories, non-fiction at a level that at which they can read independently.</p> <p>To recognise real and imaginary events within texts.</p> <p>Able to sequence key stories, fairy stories and traditional tales accurately.</p> <p>Understand and recognise the difference between rhymes/poems and stories.</p> <p>Discuss word meanings.</p> <p>Discuss themes and content of books that they read or have read</p>	<p>Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently ie challenging texts being read to them by the teacher.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems. Recite poems by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>All aspects of reading comprehension at the national standard are embedded</p> <p>Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purposes</p> <p>Plausible inferences and predictions, based on what has been read, are offered and explained and justified</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary</p> <p>Is able to discuss a range of books read during Year 1 and discuss personal preferences</p>

	<p>To understand that a sentence has to make sense.</p> <p>To know what a title is.</p> <p>To discuss, with support, what has been read so far.</p>	<p>to them linking in to what they already know.</p> <p>To recognise when a sentence doesn't make sense.</p> <p>To recognise and discuss why a book has a given title (before reading) and suggest alternative titles once a text has been read. To recognise significant events within a text.</p> <p>To discuss, with understanding, what has been read so far.</p> <p>To know some of the vocabulary used when discussing books eg character, setting etc.</p> <p>Talk about key events in a story read so far including actions and motives of key characters.</p>	<p>Understand books they read and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the titles and events.</p> <p>Make inferences on the basis of what has been read so far.</p> <p>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.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Is able to use and apply a range of skills to ensure fluency, reasoning and solve problems</p>
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