

Reading Progression of Skills Year 1

Decoding/ Word-reading 300-600 words	Inferential Reading	Fluency and Phrasing * 70 wpm	Literal understanding & Retrieval	Response to Text
<p>Children learn to:</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills for all 40+ phonemes; read accurately by blending sounds in unfamiliar words using the GPCs they know; read the common exception words for Y1; read words of more than one syllable that contain the taught GPCs; read contractions and words containing a range of endings e.g. -es, -er, -ing. They also: read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words. They re-read books to gain confidence with word reading; page count increases to encourage reading stamina. 	<p>Children learn to:</p> <ul style="list-style-type: none"> discuss the significance of the title and events; make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous; predict what might happen next in a sequenced story, based on what has been read so far; begin to explain their understanding of what is read to them, beyond that which is explicitly stated. In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on 	<p>Children learn to:</p> <ul style="list-style-type: none"> recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency. *Reading speeds are approximate guides to 	<p>In addition to using visual literacy, children learn to:</p> <ul style="list-style-type: none"> use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; They are learning to: talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal who, what, where, when, which, who and how questions. 	<p>Children learn to:</p> <ul style="list-style-type: none"> listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / information texts) which are beyond those they can read by themselves, to develop a love of reading; listen to new words in texts read aloud to them, which broaden their vocabulary; talk about words they know or like; participate in discussion about the text, taking turns and listening to others; draw links between the text and some of their own experiences; are shown some ways to find information in non-fiction texts; can discuss the significance of the title or events; are learning to appreciate poems and rhymes, beginning to express reasons for preferences.

	background information and vocabulary provided by the teacher.	average words per minute; pace of reading is only one indicator of fluency.		
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