

Year 1 Reading Progression Grid



Year 1 National Curriculum Statements	Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 • asking 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
Activities to support reading		<p>Model and demonstrate directionality and correct book handling</p> <p>Relate spoken words to written words in context</p> <p>Encourage children to act out parts of the story and retell the story in their own words</p> <p>Transcribe the children's oral responses into written ones</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a pair or small group</p> <p>Echo reading – to encourage fluency, use intonation to add to meaning and clarity of speech</p> <p>Paired reading – Allow children to discuss in partners or read together.</p>

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	Key Reading Knowledge and Skills	
Year 1 Word Reading	<p>Word Reading</p> <ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	
	Key Reading Knowledge and Skills	Suggested question stems for whole class reading
Year 1 Vocabulary	<p>Comprehension</p> <p>To know how to:</p> <ul style="list-style-type: none"> draw upon knowledge of vocabulary in order to understand the text discussing word meanings, linking new meanings to those already known join in with predictable phrases use vocabulary given by the teacher discuss his/her favourite words and phrases. 	<ul style="list-style-type: none"> What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?
Year 1 Inference	<ul style="list-style-type: none"> children make basic inferences about characters' feelings by using what they say as evidence. infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> What do you think.....means? Why do you think that? How do you think. ..? When do you think. ..? Where do you think. ? How does make you feel? Why did happen?

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Year 1 Prediction	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
Year 1 Explaining	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not NC objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Retrieval	<ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Sequence	<ul style="list-style-type: none"> • retell familiar stories orally e.g. fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?



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Reading for Pleasure

Class books and novels are read daily to the children.

The selection of books includes those linked to '5 plagues of reading' (must reads), topics and teachers' personal choices from recommended lists. The 5 plagues are identified types of books that can create barriers to children developing a life-long love of reading. By reading a selection of these books, we aim to encourage children to read a wider range of books.

5 Plagues	Archaic language		Non-linear time sequences		Narratively Complex		Complexity of Story		Resistant Texts	
Year 1 (KS1)	The Tale of Peter Rabbit (23 book series)	Where the Wild Things Are	When the rains come	Grandpa	Come away from the water	Hey Little Ant	Owl Babies	Grandad's island	Not Now Bernard	Mirror

The internet provides a wealth of recommended book lists that are updated regularly. Suggested sites include The Book Trust, National Literacy Trust and The Centre for Literacy in Primary education.

Daily Reading

Children have the opportunity to change their reading book when necessary (daily) and have a weekly timetabled library session, these sessions allow the children to choose a book of their own choice from a wide selection of fiction and non-fiction books. Both the library and reading books can be read during daily reading sessions.

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Class/Year group Library

Each class or year group (depending on organisational space) has access to a class library. These have a range of books including:

- fiction
- non-fiction
- books reflecting diversities
- class novels that have been read