

# Year 1 Reading



**What every child  
needs to know  
about reading by  
the end of Year 1.**



## **Purpose of study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Curriculum Aims:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Assessment:**

Assessment of reading in Year 1 is through teacher assessment. In February you will receive your child's mid – year report which will indicate their progress so far and if they are 'on track' to master the reading curriculum.



# Reading Statutory Requirements

Reading in key stage 1 consists of two elements:

1. word reading
2. comprehension (both listening and reading)

## Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- reread these books to build up their fluency and confidence in word reading

# Reading Statutory Requirements

## Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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 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
- understand both the books they can already read accurately and fluently and those they listen to by:
  - 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
  - making 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



# Supporting your Child at Home

## Online Resources:

<http://www.storylineonline.net>

<http://www.oxfordowl.co.uk/>

<http://www.lovereadings4kids.co.uk/>

<https://ec1.educationcity.com/> (English -> Yr1 -> Activities -> Reading)

## Something to do...

- Talk about books and pictures
- Explain what the book is about
- Ask your child "What might happen next"
- Ask your child to talk about what has already happened "Which words did you like?" "What do you think about that?" "Tell me about...."
- Encourage your child to use expression in their voice
- If they are having difficulty with certain words write the words on a card so they can be practised
- Make a game out of the common words used in reading
- Visit the library
- Have a story at bedtime
- Write your own stories together
- Read a variety of text – comics, books, websites, fiction, non-fiction, magazines, wordless books, menus.

The aim is to make reading an enjoyable experience, but consistency is also essential if progress is to be made.

Try to:

- Practise regularly
- Allocate quality time during the day for reading
- Use a comfortable and quiet area
- Make activities fun and interesting

**If would be really helpful if** when you hear your child read encourage them to use the following strategies to work words out:

- Pictures
- Meaning of the text
- Length of words
- Word knowledge
- Phonic knowledge (sounding words out)

