



# Year 1 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

## What should we be reading?

Children should...

- ◇ Listen to, discuss and discuss a wide range of **poems, stories** and **non-fiction** at a level beyond that at which they can read independently.
- ◇ Be introduced to **non-fiction books that are structured in different ways**
- ◇ Becoming increasingly familiar with and retelling a wider range of **stories, fairy stories** and **traditional tales**.

## Reading Skills

### WORD READING

- 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 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 (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter
- 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.
- Re-read these books to build up their fluency and confidence in word reading.

## Learning to talk about books

Children will learn to develop a love for reading through learning to

- *Link what they read or hear to their own experiences.*
- *Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*
- *Discuss the significance of the title and events*
- *Participate in discussion about what is read to them, taking turns and listening to what others say*
- *Explain clearly their understanding of what has been read to them*

## Performing (could be taught through

several skills: language, inference, whole text? Children could analyse a poem through the week and then perform it.)

- Learning to appreciate rhymes and poems, and to recite some by heart
- Recognising and joining in with some predictable phrases
- Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

## UNDERSTANDING

- Check the text makes sense to them as they read and correcting inaccurate reading.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Make inferences on the basis of what is being said or done.
- Discuss word meanings and, linking new meanings to those already known.
- Predict what might happen on the basis of what has been read so far.



# Year 1 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, and class novels.

## Read Write Inc

### Focus—A & B

All children will take part in a 20 minute phonics session daily. As a school, we follow the Read Write Inc Phonics programme. Children are assessed at the start of the year and regularly throughout the year to ensure that the sounds they are being taught are at the exact level that they need. Children who leave Reception less secure in phonics will complete a full hour of RWI every day.

Our Reading and Phonics policy sets out in more detail how our phonics programme is organised and delivered.

### Fluency

#### Focus—A & B

Children will follow on their phonics work with a RWI reading book that consolidates the sound they have been learning. They will have several opportunities to re read the same story throughout the week to help them build fluency.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lower Red Ditty</b>	1 hour Phonics RWInc	1 hour Phonics RWInc	1 hour Phonics RWInc	1 hour Phonics RWInc	1 hour Phonics RWInc
<b>Middle (Purple)</b>	Phonics (20 mins) RWI Fluency RWI	Phonics (20 min) RWI Comprehension RWI	Phonics (20 min) RWI Taught Skill Whole Class	Phonics (20 min) RWI Taught Skill Whole Class	Phonics (20 min) RWI Independent Task Whole Class
<b>Higher (Pink/Orange)</b>	Phonics (20 mins) RWI Fluency RWI	Phonics (20 mins) RWI Comprehension RWI	Phonics (20 mins) RWI Taught Skill Whole Class	Phonics (20 mins) RWI Taught Skill Whole Class	Phonics (20 mins) RWI Independent Task Whole Class

### Taught Skills

#### Focus—C-G

Over a two week period, children will work on a particular book in their reading lessons. This book will be read to them by the teacher and will be beyond the level at which they could read independently. They will work on a full range of reading skills: prediction, inference, retrieval, sequencing and language. They will also have opportunities to perform or use drama to respond to what they have read.

### Independent Reading Task

#### Focus—C-G

Children will also have an opportunity through the week to complete an independent activity based on this story and linked to the skills learnt during their group session.

### Guided Comp Focus—A & B

Children will revisit their phonics book again in a session focused on comprehension of the text. Children will have another opportunity to read the story and to answer questions given verbally by their teacher. Once children are able to do so, they will be set questions to complete independently (Independent Comprehension).