

Consett Infant School Reading Planning Year 1

	Autumn Term	Spring Term	Summer Term
	Emerging	Developing	Secure
Word Reading	<ul style="list-style-type: none"> <li>• Reads simple sentences</li> <li>• Responds with the correct sounds to known graphemes</li> <li>• Blends sounds aloud when attempting new words.</li> </ul> <p>Re-reads books to develop confidence</p> <ul style="list-style-type: none"> <li>• Use picture cues to help when reading</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reads simple sentences with some fluency</li> <li>• Responds speedily with the correct sound to known graphemes</li> <li>• Applies phonic knowledge to decode words.</li> <li>• Blends unfamiliar words containing known GPC when reading</li> <li>• Reads known CEW</li> <li>• Begins to read words containing known GPS and -s,-es,ing, ed, er and est endings</li> <li>• Reads words of more than one syllable that contain known GPCs on occasions.</li> <li>• Begins to read words with contractions</li> <li>• Re-reads books to develop confidence and accuracy</li> <li>• Uses pictures to read and understand the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud books that are consistent with developing phonic knowledge</li> <li>• Responds speedily with the correct sound to grapheme for all 40+ phonemes including where appropriate alternative sounds for graphemes.</li> <li>• Reads accurately by blending sounds in unfamiliar words.</li> <li>• Reads CEW with some fluency</li> <li>• Begins to notice unusual correspondences between spellings and sounds in words.</li> <li>• Reads words containing GPS and s,es,ing,ed,er,and est endings.</li> <li>• Reads words of more than one syllable that contain known GPCs</li> <li>• Reads words with contractions.</li> <li>• Begins to take account of punctuation when reading</li> <li>• Begins to use context clues to help reading for meaning</li> <li>• Re-reads books to develop confidence, fluency and expression.</li> </ul>

Comprehension	<ul style="list-style-type: none"> <li>• Listens to poems, stories and non fiction making links to own experiences.</li> <li>• Demonstrates understanding when talking with others about what has been read.</li> <li>• Retells key stories, fairy stories and traditional tales</li> <li>• Answers questions about stories read.</li> <li>• Identifies features of a book i.e. title</li> <li>• Recognises predictable phrases</li> <li>• Listens to rhymes and poems and joins in when reciting them.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and discusses poems , stories and non fiction, making links to own experiences and offering opinions about them.</li> <li>• Talks about books, using own knowledge and information provided by the teacher</li> <li>• Retells key stories orally in simple sentences.</li> <li>• Joins in with predictable phrases</li> <li>• Begins to make simple inferences from pictures, objects, stories,</li> <li>• Talks about the meaning of unfamiliar words.</li> <li>• Learns to appreciate simple rhymes and recites these by heart</li> <li>• Begins to distinguish between fact and fiction</li> <li>• Notices when reading does not make sense</li> <li>• Shows an understanding of what has been read, drawing on knowledge or information provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and discusses a wide range of poems, stories and non fiction at a level beyond which can be read independently</li> <li>• Links what they hear or read to own experiences.</li> <li>• Retells stories they have read, heard or discussed using appropriate vocabulary</li> <li>• Talks about what is read to them, taking turns and listening to each other.</li> <li>• Expresses opinions based on what is read.</li> <li>• Explains understanding of what they have read.</li> <li>• Talks about particular characteristics of different types of stories</li> <li>• Talks about the significance of the title and events.</li> <li>• Makes inferences on the basis of what is read.</li> <li>• Makes simple predictions</li> <li>• Learns and appreciates rhymes and poems.</li> <li>• Recites some poems by heart</li> <li>• Discusses word meanings making links to known words.</li> <li>• Retells using significant events and main points in sequence</li> <li>• Reads checking texts make sense and correcting inaccurate reading</li> </ul>
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As part of developing children's reading skills and phonic knowledge, children in Year 1 follow Letters and Sounds (<https://www.gov.uk/government/publications/letters-and-sounds>) as a planned programme to develop phonic skills.