



### Year 1

What will I know at the end of the year?

I will be able to:

- read age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy
- re-read to self-correct if meaning is lost
- asks questions to clarify
- connect what they read or hear to their own experiences
- know the voice telling the story is called the narrator

See our document outlining reading progression.

"The more that you read, the more things you will know.  
The more that you learn, the more places you'll go."

Dr Seuss

Some key reading skills to be developed further are stated below. These will support you in becoming effective and reflective independent readers.

For more detailed information see the reading progression document.

#### Questions to help develop reading

##### Phonic knowledge (decoding)

- Say the beginning sound
- Sound out - S-t-r-e-t-c-h out the sounds that the letters represent - blend them together again
- Look for 'chunks' ... 'ing' 'er'
- How many sound buttons? Sh - ar - p = 3 buttons / 5 letters!

##### Word recognition and graphic knowledge

- How many syllables does this word have?
- Look right through the word and read the ending.
- Is there a little word hiding inside it?
- Do you know a word that looks similar?
- Can you find a word that rhymes with.....?

##### Knowledge of Content

- Talk about the meaning of some words and phrases.
- Don't assume they understand e.g. idioms like '...he was over the moon' or '...he got cold feet'.
- Talk about the meaning or message of the story, poem or text.
- Who are the main characters?
- Use the illustrations for clues.
- After reading: does the picture match what I read?

##### Understanding structure and organisation of books

- Who wrote / illustrated the book? What does the title tell us?
- Where do I go next when I finish reading this line?
- Show me how you point and read.
- Point to the word that means the same as .....
- Find a full stop/capital letter/question mark.
- Why does this picture have a caption?
- Is there a contents / index / glossary? What are they for?

##### Understanding the book

- Tell me what happened in the book - summarise the main points Why did the character do/say this?
- What have you found out from reading this book?
- Interpret information, events or ideas from books.
- Make a prediction. What do you think will happen next?
- What do you think this means (find meaning hidden in the text - inference)?

#### Vocabulary

- identifies simple and recurring literary language
- identifies the meaning of vocabulary in context
- explains their understanding of texts that are pitched beyond the level they can read independently

#### Retrieving

finding information from a book

- with support, justifies their views about texts they have had read to them e.g. uses the word 'because'
- recognises patterns in texts, e.g. repeated phrases and refrains
- discusses the significance of the title
- observes the punctuation and uses this to aid understanding
- retrieves key information from a text
- identifies complete sentences
- identifies typical phrases e.g. story openings and endings
- understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.
- comments on things that interest them

#### Summarising

- identifies how non-fiction texts are sequenced
- identifies the beginning, middle and end of stories and pattern in poetry

#### Inferring

making assumptions about what is happening in a text from what you know

- identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.'
- expresses preferences linked to own experiences e.g. 'I like going to the beach too'.
- uses different voices for characters when reading dialogue aloud
- uses different voice pitch to indicate whether they are reading an exclamation or question

#### Predicting

- predicts events and endings

**Class Readers - here is a selection of some**



**Some other books used throughout the year:**

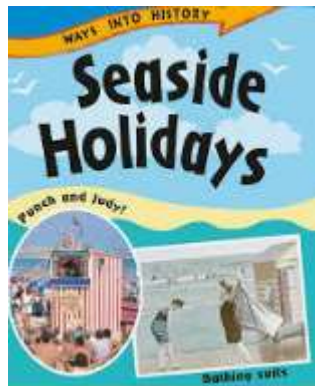


**Cross-Curricular - example reads**

**Poetry**

**Science - seasonal changes**

**Geography**



**Vocabulary**

**verse**

A portion of a poem or song.

**beat**

Beats within poetry represent the rhythm, sound, meter and rhyme of the entire piece of poetry.

**rhythm**

Movement marked by the regular repetition of sounds.

**rhyme**

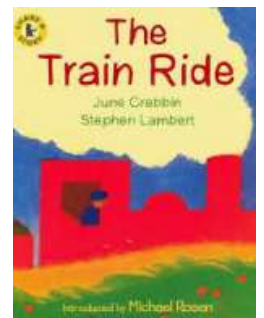
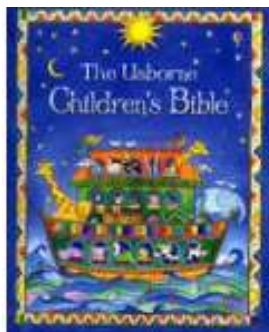
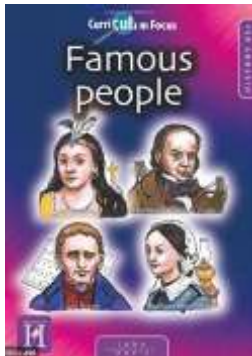
Rhyme is the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems.

**repetition**

Repetition is the device that repeats the same words or phrases a few times to make an idea clearer and more memorable.

**History**

**RE**



**How to help at home**

See the links on our school web site

**Useful web links**

- Hear your child read daily and record in the Reading Record
- Read to your child
- Ask questions to your child about what they have read
- Visit the local libraries
- Let your child see you read

- <https://www.oxfordowl.co.uk/>
- [www.booktrust.org.uk](http://www.booktrust.org.uk)
- [www.bbc.co.uk/education/schools](http://www.bbc.co.uk/education/schools)
- [www.childliteracy.com](http://www.childliteracy.com)
- [www.readingrockets.org](http://www.readingrockets.org)

### Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



### Prediction Questions with Pip

- 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?



### If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

### Sequencing Questions with Suki

- What happens in the beginning of 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?



### If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

### Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.