

Reading – Year 1					
Reading opportunities:	Book Talk (Phonics)	A Time to Read (adult read aloud)	ERIC	Library	Reading aloud
	Vocabulary (Phonics)	Fluency (Phonics)		Reading across the curriculum	Reading aloud own writing
NC Statutory Content					
Word reading					
Apply phonic knowledge and skills to decode words					
Respond speedily with correct sound to grapheme for all 40 phonemes (including where applicable, alternative sounds for graphemes)					
Read accurately by blending in unfamiliar words containing GPCs already taught					
Read common exception words (noting unusual correspondences between spelling and sound and where these occur in the world.					
Read words containing GPCs and –s, -es, -ing, -ed, -er and –est endings					
Read other words of more than one syllable that contain GPCs					
Read words with contractions and know what letters the apostrophe stands for (e.g I'll, I'm we'll)					
Read aloud books accurately that are consistent with their phonics knowledge (fully matched) and do not require them to use other strategies to work out words.					
Read aloud books accurately that are consistent with their improving phonics knowledge (fully matched) sounding out unfamiliar words accurately, automatically and without undue hesitation.					
Re-read these books to build up fluency and confidence					
Comprehension					
Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond 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 they already know. 					
Understand both the books they can already read accurately and fluently and those they listen to by: <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. • 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 books, poems and other works that are read to them, and those they can read themselves, taking turns and listening to what others say.					
Explain clearly their understanding of what is read to them.					