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| **Reading Comprehension Year 1** | | | | | | | | |
| **NON-NEGOTIABLE** | • Identify which words appear again and again.  • Recognise and join in with predictable phrases.  • Relate reading to own experiences.  • Re-read if reading does not make sense.  • Re-tell with considerable accuracy.  • Discuss significance of title and events. | | | • Make predictions on basis of what has been read.  • Make inferences on basis of what is being said and done.  • Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.  • Recognise: capital letters, full stops, question marks, exclamation marks, ellipsis  • Know why the writer has used the above punctuation in a text.  • Know difference between fiction and non-fiction texts. | | | | |
| **AF** | ***Word Reading*** | ***Locate, retrieve and elaborate on information*** | ***Use inference and deduction to make***  ***interpretations*** | | ***Understand structure, organisation and presentation*** | ***Understand language, technique and style*** | ***Understand themes and conventions in texts*** | ***Compare, contrast and evaluate texts*** |
|  | **Range of competencies and contexts:** Children will consolidate knowledge of GPCs and develop the skill of blending the sounds into words for reading. This will be supported by reading and re-reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. They will hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary and learn to appreciate rhymes and poems, and to recite some by heart. Children will be encouraged to link what they read or hear read to their own experiences and express responses by identifying likes and dislikes. | | | | | | | |
| **Developing Towards** | Follow print with eyes, finger pointing only at difficulty    Take more note of punctuation in order to support the use of grammar and oral language rhythms    Re-read to enhance phrasing and clarify precise meaning    Show fluency and confidence whilst rereading familiar texts    Apply phonic knowledge and skills as the route to decode words    Blend and read simple words containing adjacent consonants (e.g. stop, best)    Begin to identify constituent parts of simple two-syllable words (e.g. into, outside)    Begin to use analogy to read unknown  words (e.g. look, took)    Read simple sentences and, where appropriate, check understanding with picture cues | Answer questions about the main points of a simple text, indicating precise understanding | Discuss character and plot | | Begin to recognise some differences between fiction and non-fiction  texts    Begin to notice some of the features of nonfiction texts (e.g. non-fiction texts can be written in different ways) |  |  | Notice relationships between one text and others (e.g.  common themes |
| **End of Year Expectations** | Read fluently, attending to a greater range of punctuation and text layout    Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. English Curriculum  Appendix 1)    Read accurately by blending sounds in unfamiliar words containing known GPCs    Read other words of more than one syllable that contain known GPCs (e.g. cowboy, playground).    Use letter sound knowledge to work out unknown words and link to meaning and  English syntax    Read words with common inflections (e.g. – s, –es, –ing, –ed, –er and –est endings)    Read common exception words (e.g. English  Curriculum Appendix 1)    Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s)  (e.g. couldn’t, I’ve) | Answer simple literal retrieval questions about a text e.g.  about character and  plot    Use contents page and glossary in nonfiction books to locate information in response to simple questions    Check information in text against the illustrations, particularly in nonfiction and comment  on the content    Notice when the text does not make sense and re-read to self-correct any misread words | Interpret character and plot more fully  e.g. when there are more characters involved and events are sustained over  several pages    Make simple inferences from the  text    Predict what might happen on the basis of what has  been read so far | | Recognise that print may be located in captions, fact boxes and diagrams in nonfiction texts    Use the contents page in a nonfiction text to select which sections of a text to read | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular  characteristics    Recognise and join in with predictable phrases and simple recurring literary language | Comment on the  significance of the title of a book and how this relates to  the text |  |
| **Surpassing** | Use punctuation and text layout to read with a greater range of expression and control  Sustain reading through longer sentence structures and paragraphs to gain meaning from texts    Tackle more complex unfamiliar words using phonic knowledge, known vocabulary and syllables | Recall the main events or facts with  prompting    Make simple comments on obvious features by referring back to the text (e.g. main character, beginning,  middle and end)    Locate pages/sections of interest (e.g.  favourite characters, events or pictures). | Use an understanding of the text to make  simple predictions    Comment on  events, characters or ideas in stories, making links to own experience supported by the teacher’s questioning | | Identify how text features, such as punctuation, paragraphs and illustrations can contribute to more elaborate layout on the page.    Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries | Identify more unusual vocabulary in fiction and nonfiction |  | Choose and talk about a favourite book from a selection |