

Year 1 reading progression

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



Striving for Excellence

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn term	<ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught • Read accurately by blending sounds in unfamiliar words containing GPCs that 	<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently, and those they listen to • Check that the text makes sense to them as they read and correcting inaccurate reading 		<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences • Ask questions and express opinions about main events and characters in stories 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales • Begin to appreciate rhymes and poems, and to recite some by heart • Discuss the significance of the title and events • Understand and use terms such as story, fairy story, rhyme,

	<p>have been taught</p> <ul style="list-style-type: none"> • Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word • 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 							poem, cover, title, author
Spring term	<ul style="list-style-type: none"> • Re-read books to build up their fluency and confidence in word 	<ul style="list-style-type: none"> • Develop understanding ... by drawing on what they already know or on 	<ul style="list-style-type: none"> • Recall the main points of a narrative in the correct sequence 		<ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Identify how repetitive patterns, words and phrases aid their 	<ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional

	<p>reading</p> <ul style="list-style-type: none"> • Read other words of more than one syllable that contain taught GPCs • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<p>background information and vocabulary provided by the teacher</p>					<p>enjoyment of the text</p>	<p>tales, retelling them</p> <ul style="list-style-type: none"> • Understand the difference between fiction and non-fiction • Can seek out books around a simple theme or topic
<p>Summer term</p>	<ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> • Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> • Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 		<ul style="list-style-type: none"> • Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

As we move through the school year, each skill is revisited multiple times with increasing independence each time,