

# Skills and Knowledge Progression

## Reading: Year 1



Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Standard	Working at the expected standard (emerging, developing, secure)				Working at greater depth within the expected standard
<b>Word reading</b>	1. apply phonic knowledge as the route to decode words				<b>In a book they can read independently:</b> <ol style="list-style-type: none"> <li>read aloud any words quickly and accurately without overt blending and segmenting</li> <li>sounds out many unfamiliar words accurately</li> <li>read accurately most words of two or more syllables</li> <li>read most words containing taught GPCs and –s, –es, –ing, –ed, –er and –est suffixes</li> <li>read most words with contractions [e.g. I’m, I’ll, we’ll, didn’t, couldn’t, won’t], and understand that the apostrophe represents the omitted letter(s)</li> </ol>
	2. respond with the correct sound to graphemes for all 40+ phonemes (phase 5 or equivalent)				
	3. read some common exception words (do, the, today, friend, here, there etc)				
	4. read some words containing taught GPCs and –s, –es, –ing, –ed, –er and –est suffixes				
	5. read other words of more than one syllable that contain taught GPCs				
	6. read some words with contractions [e.g. I’m, I’ll, we’ll, didn’t, couldn’t, won’t], and understand that the apostrophe represents the omitted letter(s)				
	7. check that the text makes sense to them as they read and correcting inaccurate reading				
<b>Discussion about books</b>	1. listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently				
	2. be encouraged to link what they read or hear read to their own experiences				
	3. recognise and joining in with predictable phrases				
	4. learn to appreciate rhymes and poems, and to recite some by heart				
	5. become very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics				
<b>1a. vocabulary and understanding</b>	1. discuss word meanings, linking new meanings to those already known				<b>In a book they can read independently:</b> <ol style="list-style-type: none"> <li>draw on what they already know</li> </ol>
	2. draw on background information and vocabulary				
	3. provided by the teacher				

1b. <b>key aspects</b>	4. discuss the significance of the title and events				<b>In a book they can read independently:</b> 1. Discuss the significance on titles and events
1c. <b>sequencing</b>					
1d. <b>Inferences</b>	1. make inferences on the basis of what is being said and done				<b>In a book they can read independently:</b> 1. Explain clearly their understanding
1e. <b>Predictions</b>	1. predict what might happen on the basis of what has been read so far				<b>In familiar books:</b> 1. predict what might happen on the basis of what has been read so far