

Waterville Primary School Progression of Skills in English – Reading

Year 1	<p>National Curriculum 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 language, and to develop their love of literature through widespread reading for enjoyment.</p> <p>Pupils should be taught to: -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 -write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences -use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>			
Fluency	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.		Common Exception Words Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
Poetry and Performance	Re-read texts to build up fluency and confidence in word reading. To recite simple poems by heart.			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Non-Fiction
Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed and -est endings. Read words with contractions, e.g. I'm, I'll and we'll.	Discuss word meaning and link new meanings to those already known.	Check that a text makes sense to them as they read and to self-correct when reading. Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Re-tell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).	Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.	