

In Year 1, the children will be taught the following objectives:

Year 1 Word Reading

Apply my phonic knowledge and skills to decode words.

Respond speedily with the correct sound to graphemes for all 40+ phonemes (including, where applicable, alternative sounds for graphemes).

Independently read aloud books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.

Read CVC words by using my phonic knowledge and blending skills.

Read CVCC words by using my phonic knowledge and blending skills.

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Orally divide words of more than one syllable into syllables (e.g. pocket, rabbit, carrot, thunder, sunset).

Read words of more than one syllable that contain taught GPCs.

Identify the two words in a compound word (e.g. farmyard, playground, football, bedroom, blackberry).

Read words containing taught GPCs ending in 's, 'es, 'ing, 'ed, 'er and 'est endings.

Read words containing taught GPCs starting with the prefix -un (e.g. unlock, undo, unkind, unpack).

Read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).

Read common exception words, e.g. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

Identify the unusual correspondences between spelling and sound in the common exception words.

Read some high frequency words and familiar words quickly and automatically.

Begin to take into account some punctuation when reading (pausing at full stops).

Year 1 Comprehension

Recognise the differences between fiction and non-fiction texts.

Use some book terminology (e.g. author, title, illustrator).

Recall some simple points from familiar, popular fairy stories & traditional tales (may need images to support).

Identify some of the basic characteristics of fairy stories and traditional tales (typical characters, settings, patterns of language 'Once upon a time...').

Recognise and join in with predictable phrases (e.g. 'Then I'll huff and I'll puff and I'll blow your house down!').

Appreciate rhymes and poems, and to recite some by heart.

With support, discuss the meaning of new words and link new words to those already known (e.g. 'huge' has a similar meaning to large. Can you think of another similar word that you already know?).

Discuss the title and its significance (e.g. Why do you think the book is called....?, 'George and the Dragon' Who do you think George is?).

Identify a key event within a text.

Identify an inaccuracy within a sentence read by another person.

Recall some simple points from familiar texts to show understanding (focus on closed questions, e.g. what is the rabbit's name? where did they go on their trip?).

Draw on what I already know to discuss the topic of a book (e.g. 'The Birthday' What can you tell me about birthdays?).

Beginning to link what I read or hear read to my own experiences.

Make simple inferences about events based of what has been said and done (e.g. 'Rosy dropped the vase. She went into the kitchen to collect a dust pan and brush.' What has happened to the vase?)

Attempt simple predictions based on what has been read so far (e.g. What might happen next?).