

English Essential Skills Y1

Reading - Word Reading

- Apply their phonic knowledge as the route to decode words. Blend phonemes to decode familiar and unfamiliar words, using many of the GPCs that have been taught.
- Recognise grapheme-phoneme correspondences for 40+ phonemes, including alternative sounds for graphemes, responding speedily.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one-syllable that contain taught GPCs.
- Read two-syllable words made up of two words joined together (e.g. farmyard, football, playground or bedroom).
- Read common homophones and notice the difference in meaning.
- Read simple words with contractions, beginning to understand that the apostrophe symbol represents missing letters (e.g. I'm, I'll and we'll).
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words (e.g. the, to, said and was).
- Recognise a range of common high frequency words automatically.
- Accurately read phonetically decodable books, consistent with their developing phonic knowledge.
- Re-read familiar phonetically decodable books to build up their fluency, confidence, understanding and enjoyment.

Reading - Comprehension Responding to Reading

- Listen with concentration to books and discuss what they have heard.
- Recognise and join in with predictable, familiar phrases in stories and poetry.
- Retell a very familiar story, with characteristics of the original.
- Recite by heart, in order, a simple poem or rhyme.
- Choose a favourite text to share with an adult and say what they like about it.
- Make relevant comments about what is read to them, including the significance of titles and events.
- Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to.

Reading - Comprehension Linguistic Skills

- Identify independently when what they have read is inaccurate or does not make sense.
- Comment on obvious features of language (e.g. rhymes and refrains or significant words and phrases).
- Identify the beginning, middle and end of stories and recognise different sections of a non-fiction text.
- Understand the meaning of new words or phrases, with adult support.

Reading - Comprehension Literal Comprehension

- Recall some simple points from familiar texts. Find information in simple non-fiction books.
- Answer simple questions on what they have read, giving literal answers from the text.
- Ask questions or comment on parts of text (e.g. illustrations, diagrams and changes in font style).

Reading - Comprehension Inferential Comprehension

- Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).
- Predict what might happen next, based on what they have read before.
- Discuss the sequence of events in books they are familiar with.
- Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read. Answer simple inference questions (e.g. What do you think will happen next?). Use words/phrases, such as 'I think ... because...'.
 • Listen to/talk about inferential questions asked by the teacher or peers.
- Notice and comment on obvious features of language, such as significant words and phrases.
- Talk about how the text might make the reader feel.
- Name the overall emotion expressed by stories or poems (e.g. happy, sad, funny or scary).