

Queensgate Primary School - Reading End of Year Goals.

Year 1 – Planning for Progression. Steps in Learning

Year 1 Reading Sequential Layering				
Range:	<p>Books at an age appropriate interest level including:</p> <ul style="list-style-type: none"> ■ Fiction e.g. traditional tales, tales from other cultures, adventure stories. ■ Non-fiction e.g. instructions, letters, non-chronological reports, explanations. ■ Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems. 			
	Autumn	Spring	Summer	End of Year Key Learning Outcomes
Word Reading	Read aloud accurately books that are consistent with their developing phonic knowledge.	Read aloud accurately books that are consistent with their developing phonic knowledge.	Read aloud accurately books that are consistent with their developing phonic knowledge (<i>RWI</i> Phase 5).	Read aloud accurately books that are consistent with their developing phonic knowledge.
	Apply phonic knowledge and skills as the route to decode words.	Apply phonic knowledge and skills as the route to decode words.	Apply phonic knowledge and skills as the route to decode words (<i>RWI</i> Phase 5).	Apply phonic knowledge and skills as the route to decode words.
Fluency	Respond speedily with the correct sound to grapheme for the 44 phonemes.	Respond speedily with the correct sound to grapheme for the 44 phonemes.	Respond speedily with the correct sound to grapheme for the 44 phonemes (<i>PWI</i> Phase 5).	Respond speedily with the correct sound to grapheme for the 44 phonemes.
	Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in <i>bread</i> and <i>seat</i> ; o in <i>post</i> and <i>slot</i> ; a in <i>hat</i> and <i>was</i> ; ow in <i>snow</i> and <i>cow</i> .	Recognise and use the different ways of pronouncing the same grapheme; e.g. i in <i>fin</i> and <i>mind</i> ; er in <i>farmer</i> and <i>her</i> ; g in <i>giant</i> and <i>grand</i> ; ear in <i>pearl</i> and <i>hearing</i> .	Recognise and use the different ways of pronouncing the same grapheme; e.g. c in <i>ice</i> and <i>cream</i> ; ch in <i>chef</i> , <i>school</i> and <i>church</i> ; ou in <i>could</i> , <i>found</i> , <i>you</i> and <i>shoulder</i> .	Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in <i>snow</i> and <i>cow</i> .
	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending sounds in unfamiliar words.	Read accurately by blending sounds in unfamiliar words.
	Read common exception words, noting tricky parts (see Year 1 list below).	Read common exception words, noting tricky parts (see Year 1 list below).	Read common exception words, noting tricky parts (see Year 1 list below).	Read common exception words, noting tricky parts (see below).
	Read words containing –s, -es endings.	Read words containing -ing, -ed endings.	Read words containing –s, -es, -ing, -ed, -er, -est endings.	Read words containing –s, -es, -ing, -ed, -er, -est endings.
	Split two syllable words into the separate syllables to support blending for reading, e.g. <i>jumping</i> , <i>pocket</i> , <i>longer</i> , <i>boxes</i> .	Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. <i>picnic</i> , <i>sticker</i> , <i>dinner</i> ; <i>haircut</i> , <i>something</i> , <i>flipchart</i> .	Split two and three syllable words into the separate syllables to support blending for reading, e.g. <i>farmyard</i> , <i>playground</i> , <i>September</i> , <i>Saturday</i> , <i>internet</i> , <i>animal</i> , <i>Africa</i> .	Split two and three syllable words into the separate syllables to support blending for reading.
	Read the contraction <i>I'm</i> .	Read words with contractions e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> .	Read words with contractions e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> and understand that the apostrophe represents the omitted letter.	Read words with contractions e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> and understand that the apostrophe represents the omitted letter.
	Develop fluency, accuracy and confidence by re-reading books.	Develop fluency, accuracy and confidence by re-reading books.	Develop fluency, accuracy and confidence by re-reading books.	Develop fluency, accuracy and confidence by re-reading books.

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Vocabulary	Recognise and join in with language patterns and repetition during class story times.	Recognise and join in with language patterns and repetition in stories, e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i>	Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling.</i>	Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
	Discuss key vocabulary, linking meanings of new words to those already known.	Discuss key vocabulary, linking meanings of new words to those already known.	Discuss key vocabulary, linking meanings of new words to those already known.	Introduce and discuss key vocabulary, linking meanings of new words to those already known.
	Activate prior knowledge and draw upon knowledge of vocabulary in order to understand the text.	Activate prior knowledge and draw upon knowledge of vocabulary in order to understand the text.	Activate prior knowledge and draw upon knowledge of vocabulary in order to understand the text.	Activate prior knowledge and draw upon knowledge of vocabulary in order to understand the text.
Explain	Develop and demonstrate their understanding of characters through role play and drama.	Develop and demonstrate their understanding of characters and events through role play and drama.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
	Give opinions about books, stories and poems.	Give opinions and, when prompted, support with reasons.	Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i>	Give opinions and support with reasons e.g. I like the Little Red Hen because she...
	Demonstrate understanding of texts by answering questions related to who, what, where and when.	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.	Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
Retrieval	Locate parts of text by naming or labelling e.g. <i>titles, contents page and labelled diagram.</i> <i>With teacher modelling, local information to answer simple how and why questions – using multiple choice answers</i>	Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> <i>With teacher modelling, local information to answer simple how and why questions.</i>	Use parts of text to find information to answer simple how and why questions.	Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Ask and answer how and why questions and know where to look for information.
	Recognise when a text does not make sense while reading.	Recognise when a text does not make sense while reading and, with prompting, can correct.	Check that texts make sense while reading and self-correct.	Check that texts make sense while reading and self-correct.

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Inference		Discuss the title and predict what the story might be about.	Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. <i>Naughty Bus; Not Now Bernard!</i>	Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.
		Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i>	Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i>	Make basic inferences about what is being said and done.
Prediction	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.
Summarise / Sequencing	Discuss the main events in stories.	Identify and discuss the main events in stories using words like <i>first, next, after that, later on, at the end.</i>	Identify, discuss and sequence the main events in stories. Record simply, e.g. <i>story map.</i>	Identify and discuss the main events in stories.
	Identify the main characters in stories.	Identify and describe the main characters in stories. Capture simply in writing, e.g. <i>character profile, role on the wall.</i>	Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. <i>wanted poster, character profile.</i>	Identify and discuss the main characters in stories.
	Recall information from fiction and non-fiction texts, e.g. <i>by saying something they have found out.</i>	Recall specific information from fiction and non-fiction texts by answering simple oral questions.	Recall specific information and features from non-fiction. <i>With teacher modelling, local information to answer simple how and why questions.</i>	Recall specific information and basic features of fiction and non-fiction texts, retelling them, in order and identifying some characteristics.
Book Talk	Make contributions to discussions about texts in different group situations, e.g. <i>pairs, guided groups.</i>	Make thoughtful contributions to discussions about texts in different group situations, e.g. <i>pairs, guided groups, whole class.</i>	Make extended contributions to discussions about a range of text types.	Participate in discussion about what is read to them, taking turns and listening to what others say
	In discussions about books, listen to contributions from others and give simple responses, e.g. <i>I agree because..., I disagree because...</i>	In discussing books, consider other points of view put forward by the teacher and/or peers	Join in with group discussions linked to reading, considering and responding to contributions from others.	Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.

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	In discussions about books, listen to what others say, responding by nodding or maintaining eye contact.	In discussions about books, listen to what others say and take turns to speak as directed by the teacher.	In discussions about texts, listen to what others say and take turns to speak.	Listen to what others say. Take turns.
	When prompted through questioning, relates texts to own experiences, e.g. Have you ever been to the beach?	Relate texts to own experiences.	Relate texts to own experiences and describe with some detail.	Relate texts to own experiences.
	Orally retell stories using props and pictures.	Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.	Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.	Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.

Year 1 Common Exception Words – in line with RWI

the	a	do	to	today	of
said	says	are	were	was	is
his	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				