

## Year 1 Reading Programme of Study (PoS)

### Word Reading

**W1:** apply phonic knowledge and skills as the route to decode words

**W2:** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

**W3:** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

**W4:** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

**W5:** read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

**W6:** read other words of more than one syllable that contain taught GPCs

**W7:** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

**W8:** read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

**W9:** re-read these books to build up their fluency and confidence in word reading

### Content Domains:

**1a** draw on knowledge of vocabulary to understand texts

**1b** identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

### Comprehension

**C1:** develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

**C2:** understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

**C3:** participate in discussion about what is read to them, taking turns and listening to what others say

**C4:** explain clearly their understanding of what is read to them.

**1c** identify and explain the sequence of events in texts

**1d** make inferences from the text

**1e** predict what might happen on the basis of what has been read so far