

Ramsey Manor Lower School

Reading Curriculum Year 1

Word Reading
1. Use phonic sounds to work out how to read words.
2. Respond quickly with the correct sound to all spelling patterns in their school reading book.
3. Read accurately by blending sounds in unfamiliar words containing taught spelling patterns (such as: -ff, -nd, -nt, -mp, ch, th, oo, i-e, a-e)..
4. Read common tricky words (including: off, one, our, old, saw, out, who, two, to, came)
5. Read words ending in -s, -es, -ing, -ed, -er and -est.
6. Read other words of more than one syllable (such as: chimney, wanted, bedroom, everyone, wallpaper).
7. Read words with contractions (<i>e.g., I'm, I'll, we'll</i>) and understand that the apostrophe represents the omitted letter(s)
8. Read their school reading book aloud with fluency.
9. Re-read their school reading book to improve fluency and accuracy.
Comprehension: <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>
10. To enjoy listening to stories, poems etc beyond their reading level (such as: bed time stories, stories in the classroom, visiting the library).
11. Being encouraged to link what they read or hear read to their own personal experiences.
12. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
13. Recognising and joining in with predictable phrases (such as: "Fee Fi Fo Fum" or "We're going on a bear hunt... We're not scared!").
14. Learning to appreciate rhymes and poems, and able to recite some by heart.
15. Discussing word meanings, linking new meanings to those already known.
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
16. Responding to questions about the book by drawing on what they already know or on background information and vocabulary provided by an adult.
17. Checking that the text makes sense to them as they read and correcting inaccurate reading.
18. Discussing the significance of the title and events.
19. Making inferences on the basis of what is being said and done by answering simple "Why?" questions.
20. Predicting what might happen on the basis of what has been said so far.
21. Participating in discussion about what is read to them, taking turns and listening to what others say.
22. Explaining clearly their understanding of what is read to them.