

# Reading in Year 1

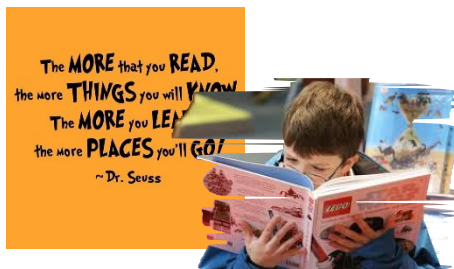


This booklet is to help parents understand the requirements of the national reading curriculum for pupils in Year 1. It contains the learning outcomes for the year, information on how reading is taught in school and a helpful glossary. There are also links to carefully selected advice pages and resources to support reading at home. If you have any questions, please do not hesitate to ask.

## The National Curriculum

The overarching aim for **English** in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ⑤ read easily, fluently and with good understanding
- ⑤ develop the habit of reading widely and often, for both pleasure and information
- ⑤ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ⑤ appreciate our rich and varied literary heritage
- ⑤ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ⑤ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ⑤ are competent at speaking and listening, making formal presentations, demonstrating to others and participating in debate.



## Reading in Year 1

The programme of study for reading consists of two dimensions, **word reading** and **comprehension** (understanding). In year 1 teachers build on work from the Early Years Foundation Stage.

### **Word reading** (including phonics)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading.

In Year 1 pupils will be taught to read words accurately. Specifically they will be taught to:

- ⑤ apply phonic knowledge and skills as the route to decode words
- ⑤ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ⑤ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ⑤ read common exception words, noting unusual correspondences between spelling and sound and where these occur
- ⑤ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- ⑤ read other words of more than one syllable that contain taught GPCs
- ⑤ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ⑤ 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
- ⑤ re-read these books to build up their fluency and confidence in word reading.

## Comprehension (both listening and reading)

Good comprehension draws from knowledge of vocabulary and grammar and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and adults at home, as well as from reading and discussing a range of stories, poems and non-fiction.

At Lee Brigg Infant School all pupils are encouraged to read widely and often across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish a love of reading, and to gain knowledge across the curriculum. We know that reading widely and often at home and at school increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. We also know that listening regularly to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

In Year 1 pupils will be taught to understand what they have read. They will:

- ⑤ develop pleasure in reading, motivation to read, vocabulary and understanding
- ⑤ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ⑤ join in with stories or poems
- ⑤ link what they read or hear read to their own experiences
- ⑤ ask and answer questions
- ⑤ become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ⑤ recognise and join in with predictable phrases and recurring language
- ⑤ read rhymes and poems, and learn to recite some by heart
- ⑤ discuss word meanings, linking new meanings to those already known
- ⑤ draw on what they already know or on background information and vocabulary provided by the teacher to talk about books
- ⑤ check that reading makes sense and self-correct
- ⑤ discuss the significance of the title and events
- ⑤ infer on the basis of what is being said and done
- ⑤ predict what might happen on the basis of what has been read so far
- ⑤ discuss about what is read to them, taking turns and listening to what others say
- ⑤ explain and discuss understanding of texts.

- ⑤ discuss favourite words and phrases

## **The Reading Diet - Opportunities for reading in school**

Our children need a range of opportunities to develop as fluent, enthusiastic and critical readers. A balanced reading diet in Year 1 includes a range of the following throughout the day/week:

### **Hearing Books Read Aloud**

Reading aloud to children for their pleasure and interest builds motivation, enthusiasm and enjoyment. At Lee Brigg Infant School children hear a range of different genres read aloud throughout the week including stories, rhymes, poems and non-fiction. This serves as an important step towards independent reading and introduces children to different styles of writing, tunes them in to book language and teaches adventurous vocabulary in the context of the text type. The questions and interest generated often lead individuals and groups to research, investigate, find out and share facts, thoughts and opinions.

### **Shared Reading**

This provides opportunities for the teacher to model fluent, expressive text reading to the whole class and to demonstrate for example, book behaviours, directionality of print, the function of punctuation, and application of what has been taught in the discrete phonics sessions. These sessions are crucial for developing comprehension, discussing opinions, sharing preferences and making predictions based on what has been read. Shared reading sessions also provide an opportunity to explain and explore new and adventurous vocabulary, which in turn helps to deepen comprehension.

### **Guided Reading**

Similar to shared reading but with a sharper focus on targeting the needs of a particular group with similar reading abilities and/or development needs. Groupings change frequently in response to teacher assessment. Within guided reading sessions book behaviours, reading strategies and comprehension skills are explicitly taught using carefully selected texts that provide an appropriate degree of challenge. Children are heard read individually during the guided reading session.

### **Independent reading or 1:1 reading**

Children are asked to read individually for all manner of reasons throughout the school day, this is to fulfil one of two purposes: reading for pleasure or reading for information. Individual reading may involve reading a reading book to an

adult but it might also involve reading a text to a group during a lesson or reading a set

of instruction to successfully make a model or plan. It may be they are asked to read a message to the class from a teacher or to read and gather information from a set of books borrowed from the school library. The opportunities for independent reading are and should be endless - just like the endless reading opportunities we encounter in our daily lives.

### **Phonics sessions (letters and sounds)**

In Year 1 every day begins with a taught phonics sessions. This teaching programme is whole class based and lasts approximately 20 - 25 minutes. The sessions are pacy, tightly structured and have the following routine:

1. recap previous learning to address any difficulties identified through the teacher's assessment
2. teach new phonemes and GPCs
3. practise new learning through reading and writing at word level
4. apply new learning through sentence reading and sentence writing opportunities.

For detailed information on the *Letters and Sounds* teaching programme, please read our Parents' Guide to Phonics.

### **The Reading Environment and Curriculum**

At Lee Brigg Infant School our classrooms present high quality language rich reading environments that promote good reading behaviours. Well stocked class libraries offer different text types from a range of significant children's authors to enable children read, enjoy, share and develop preferences. Challenging early novels are carefully selected to help develop reading dexterity and information books are selected to support curriculum understanding and promote questioning. Children's writing is displayed for reading and appraisal and supportive learning prompts are clearly defined. The school's lending library is a treasure trove of wonderful fiction and non-fiction books which the children can borrow weekly.

In conclusion, in Year 1, reading is at the heart of everything the children do. Children learn to read and then read to access new learning.

## How can you help?

Here are a few ideas that you could use to liven up story time at home.

- ⑤ **Read aloud and often**
- ⑤ **Do the voices.** Try to make each character sound different - this makes the story come to life for your child (and you).
- ⑤ **Have a routine.** Try to set aside a regular time slot - this way you are less likely to forget
- ⑤ **Go for a long Journey.** If you have a regular daily reading time, choose a longer chapter book to read to your child, one they couldn't read independently. It will be more of an experience for your child and will open up their imagination to adventurous vocabulary and plot lines as well as help build their memory and understanding.
- ⑤ **Keep them guessing.** Ask question every so often to find out what they think might happen next.
- ⑤ **Make sure they are still with you.** Recap what's happening every few pages to make sure your child knows what's going on (especially important at this age).
- ⑤ **Always leave them wanting more.** Stop reading at an exciting part to create a cliff-hanger. Try leaving it mid-sentence if you want to real suspense!
- ⑤ **Enjoy the magic!**

For more tips on encouraging your child to read aloud follow the link on **page 9** for advice from The Literacy Trust and Oxford Owl.

## Glossary

Children in Year 1 will learn and use **these terms**

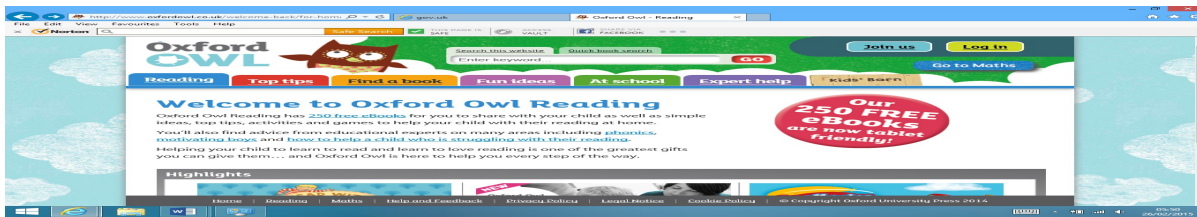
Term	Guidance	Example
<b>phoneme</b>	The smallest unit of <b>sound</b> in a word. There are around 44 phonemes in English. The exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters.	cat has three phonemes c/a/t  boat has three phonemes b/oa/t  night has three phonemes n/igh/t
<b>grapheme</b>	A <b>letter</b> , or <b>groups of letters</b> , that corresponds to a single phoneme within a word.	
<b>digraph</b>	A type of grapheme where two letters make just one phoneme (sound). Sometimes these letters are not next to one another, this is called a split digraph.	ph, ch, th. ph boat b/oa/t tree t/r/ee flower f/l/ow/er split i-e in line split a-e in cake
<b>trigraph</b>	A type of grapheme where three letters make just one phoneme (sound).	night n/igh/t pure p/ure patch p/a/tch hedge h/e dge
<b>grapheme - phoneme correspondences (GPCs)</b>	The links between letters, or groups of letters, and the <b>speech sounds</b> they represent.	
<b>blending</b>	To say the individual sounds that make up a word and blend them together to hear the whole word. <b>This is the basis of reading.</b>	s/a/t becomes sat f/l/ow/er becomes flower
<b>oral blending</b>	This involves hearing phonemes and being able to blend them together orally to make a word. Children need to develop this skill well before being able to blend written words.	



## Helpful reading links

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

This tab takes you to a very worthwhile bank of resources and videos.



http://www.oxfordowl.co.uk/welcome-back/for-home/ gov.uk Oxford Owl - Expert help

File Edit View Favourites Tools Help

Norton Safe Search THIS PAGE IS SAFE ACCESS VAULT SHARE VIA FACEBOOK

Go to Maths

Reading Top tips Find a book Fun ideas At school Expert help Kids' Barn

## Expert help

Welcome to our Expert Help area. Here we can help you with support and guidance from educational experts on many areas including [phonics](#), [motivating boys](#) and helping your child if they are [struggling with their reading](#).

You will also find up to date information about the new National Curriculum, national testing and Ofsted visits, as well as a handy [jargon buster](#), top tips on how to keep your child safe on the internet, and much more besides.

[Print this page](#)

### Key Issues:

- [Phonics made easy](#)
- [Grammar, Punctuation and Spelling made easy](#)
- [Helping struggling readers](#)
- [Encouraging reading](#)
- [Encouraging boys](#)
- [Reading in the holidays](#)

Home Reading Maths Help and Feedback Privacy Policy Legal Notice Cookie Policy © Copyright Oxford University Press 2014

05:54 26/02/2015

http://www.oxfordowl.co.uk/for-home/reading/oxford-owl-phonics-reading-... gov.uk Oxford Owl - Phonics readi...

File Edit View Favourites Tools Help

Norton Safe Search THIS PAGE IS SAFE ACCESS VAULT SHARE VIA FACEBOOK

Helping struggling readers

Encouraging reading

Encouraging boys

Reading in the holidays

E-safety, tablets and apps

General questions:

[FAQs about reading](#)  
[Jargon buster](#)  
[Choosing books](#)  
[Choosing dictionaries](#)

**Debbie Hepplewhite's Ten FAQs about phonics**  
[Watch the video](#)

**Laura Sharp's Ten FAQs about the Y1 phonics screening check**  
[Read the FAQs](#)

**Say the sounds**  
 There are 26 letters of the alphabet but they...  
 sounds would you like to hear spoken aloud...  
 Sounds A-I Sounds E-N Sounds O-S Sounds T-Z Making sounds Into words

**What is synthetic phonics?**  
 When your child is learning to read there are two crucial things to learn...

Home Reading Maths Help and Feedback Privacy Policy Legal Notice Cookie Policy © Copyright Oxford University Press 2014

05:55 26/02/2015