



Year 1 Reading Curriculum



WORD RECOGNITION

AF1 – use a range of strategies, including accurate decoding of text, to read for meaning
In some reading, usually with support, he/she can:

apply phonic knowledge to decode words.

respond speedily to all grapheme-phoneme correspondences including, where applicable, alternative sounds for graphemes.

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word e.g. said, come (NC pg. 54).

read words with varied endings e.g. -s, -es, -ing, -ed, -er and -est (NC pg. 51).

read words of more than one syllable e.g. pocket, thunder (NC pg. 50).

read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).

read aloud accurately books that require them to use their developing phonic knowledge and their knowledge of common exception words.

re-read books to build up their fluency and confidence in reading.

read and understand simple sentences.

RETRIEVAL

AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
In discussing texts they've read and listened to at a level beyond they can read independently, the child, with support, is able to:

discuss a wide range of poems, stories and non-fiction, taking turns and listening to what others say.

retell key stories, fairy stories and traditional tales and consider their particular characteristics e.g. once upon a time...

explain clearly their understanding of what is read to them.

check that the text makes sense to them as they read and correcting inaccurate reading.

listen to stories, accurately anticipate key events, and respond to what they hear with relevant comments or actions.

INFERENCE

AF3 – deduce, infer or interpret information, events or ideas from texts
In discussing texts they've read and listened to at a level beyond they can read independently, the child, with support, is able to:

link what they read or hear read to their own experience.

use prior knowledge to make inferences based on what is being said and done e.g. 'she must be going on holiday because she is packing her case' or 'he must be embarrassed because his face went red'

predict what might happen on the basis of what has been read so far e.g. Jack will save them because he always does' or 'the next part will tell you about what lions eat'

use role play to identify with characters and make inferences on the basis of what is said e.g. the children were scared of the dragon because they ran away.

answer how and why questions about their experiences in response to stories or events.

can express views about the events or characters in a story and answer questions about why things happened.

TEXT STRUCTURE

AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

In discussing texts they've read and listened to at a level beyond they can read independently, the child, with support, is able to:

show some awareness of organisation of texts e.g. beginning and endings and some processes of finding information in non-fiction texts e.g. contents page.

show some awareness of punctuation and its purpose in text.

discuss the significance of the title and events.

recite rhyme and poems eg nursery rhymes, ten green bottles.

LANGUAGE

AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

In discussing texts they've read and listened to at a level beyond they can read independently, the child, with support, is able to:

recognise and join in with predictable phrases e.g. Run, run as fast as you can...'.

discuss word meanings, linking new meanings to those already known e.g. 'enormous means big'.

begin to understand how written language can be structured in order to e.g. to build surprise in narratives (suddenly...) or to present facts in non-fiction (bullet points).

explore and develop language they have listened to in high quality texts e.g. role play, retelling stories.

THEMES AND CONVENTIONS

AF6 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.

AF 7- relate texts to their social, cultural and historical traditions.

In discussing texts they've read and listened to at a level beyond they can read independently, the child, with support, is able to:

make simple comments about preferences e.g. I like this story because...

make connections between texts e.g. this is like a traditional tale because there's an evil witch; a bad wolf...

identify some features of non-fiction texts e.g. 'this tells you about animals; houses.