



Year 1 Reading Tracker

Bowerham Primary and Nursery School

Key Learning in Reading: Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. 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. <i>ow</i> in <i>snow</i> and <i>cow</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see below). Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings. Split two and three syllable words into the separate syllables to support blending for reading. 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. Read more challenging texts using phonics and common exception word recognition. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. 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. Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> 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. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information, e.g. <i>titles</i>, <i>contents page</i> and <i>labelled diagram</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. Make basic inferences about what is being said and done. Make predictions based on what has been read so far. <p>Participating in discussion</p> <ul style="list-style-type: none"> Listen to what others say. Take turns.



Year 1 Reading Tracker

Bowerham Primary and Nursery School

Key Learning Indicators of Performance in Reading: Word Lists

Year 1 Common Exception Words					
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	and/or others according to the programme used			