
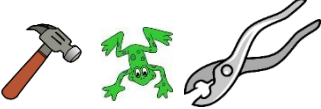

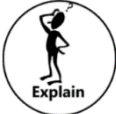





Reading Skills and Knowledge – Year 1 Long Term Plan

<p align="center">Decoding</p>  	<ul style="list-style-type: none"> • Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading.
<p>Breadth of reading and familiarity with texts</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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
<p>Poetry and performance</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems
<p align="center">Word meaning</p> 	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known
<p align="center">Understanding</p>   	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 • explain clearly their understanding of what is read to them.
<p align="center">Inference</p> 	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done
<p align="center">Prediction</p>	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far
<p align="center">Non fiction</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of non-fiction
<p align="center">Discussing reading</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • participate in discussion about what is read to them, taking turns and listening to what others say

