

Year 1-Teaching Reading

Aims and Intentions

The Reading Planning Platform



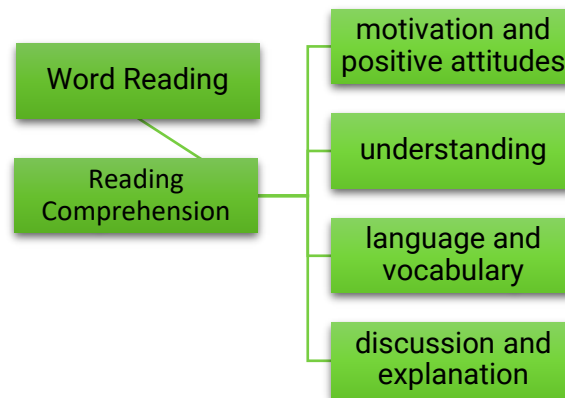
Knowledge and skills for reading
developed from the 2014
national curriculum for Year 1

Edition 1

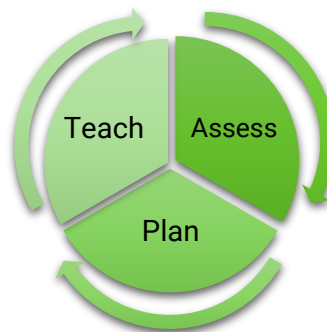
Introduction

The **Planning Platforms** will support teachers with their daily planning and teaching of reading against the expectations of the national curriculum. Each year group has its own platform of objectives. These have been developed in detail from the statutory statements within the national curriculum, ensuring full coverage. They can be used to offer appropriate stretch, challenge and support across the learning needs KS1 and KS2 pupils.

The objectives follow the focuses of the national curriculum as follows:



These statements will support teachers with modelling, planning and text selection, and where appropriate, offer suggestions for teaching strategies. They can be used to ensure that pitch is appropriate for the year group, allowing teachers to integrate the objectives into their own plans. Where relevant, examples are included that illustrate the expectations of a statement. These have been informed by the end of year expectations of the Teacher Assessment Framework (TAF) and Assessing with Age-Related Texts (AART) documents, supporting teachers with delivering the 'assess, plan, teach cycle'.



Where needs fall outside of a pupil's own year group (if a personalised curriculum is required), teachers should refer to Progression in Teaching Reading, tracking back to the appropriate year group.

Personalised objective		Year group planning	
Y1	Y2	Y3	Y4
recalling main events/ideas from a text	recalling main events/ideas from a text conveying simple information derived from main ideas	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph

Phonic objectives have not been reproduced in full, but are available in the national curriculum's English Appendix.

Reading – word reading
Pupils should be taught to:
• apply phonic knowledge and skills as the route to decode words accurately • read left-to-right through words, attending to known GPCs in order • 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 words containing previously taught GPCs (grapheme/ phoneme correspondence) without overt sounding and blending after a few encounters • read accurately by blending sounds within unfamiliar words containing GPCs (grapheme/ phoneme correspondence) that have been taught • read common exception words [according to school's chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs (grapheme/phoneme correspondence) and –s, -es, -ing, -ed, -er and –est endings • read words with suffixes by being helped to build on the root words that they can read already • 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 • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Reading – reading comprehension
Pupils should be taught to:
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • sharing and discussing non-fiction books and how they can be used to find things out • identifying with, and exploring characters through role play • being encouraged to link what they read or hear with their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • discussing the sequence of events in texts • recognising elements that have been encountered in other texts <i>e.g. talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship</i> • discussing word meanings, linking new meanings to those already known • sustaining engagement with a book • recognising and joining in with predictable phrases <i>e.g. How goes the work?; Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man!</i> • reciting some rhymes and poems learnt by heart • learning to appreciate rhymes and poems

Understand both the books they can already read accurately and fluently and those they listen to by:
• 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 • reading with some appropriate expression • responding to open questions and prompts <i>e.g. tell me about...</i> • asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading <i>e.g. What if a tiger came to my house? Why did the tiger drink all of the milk?</i> • using tentative language to speculate on possibilities raised by the text <i>e.g. Maybe he likes farms. That is why he is called Farmer Duck. I think Farmer Duck must be very tired</i> • making connections with what they read or hear to own experiences <i>e.g. 'I like going to the beach too'</i> • making inferences on the basis of what is being said and done • recognising different thoughts/feelings of main characters within a text • recognise different settings within a text • predicting what might happen on the basis of what has been read so far • making predictions about how a character might behave • discussing settings and what they indicate about the story • recalling main events/ideas from a text • re-reading to find specific information

Discuss how authors use language including literary language by:

- discussing language choices that are key to the text
- recognising typical phrases found in stories

Provide reasons for their views by:

- justifying (with support), their views about texts they have had read to them and others that they read for themselves e.g. *'Puffin Peter looked and looked everywhere for Paul because he really missed him.'*
- sharing personal preferences regarding named books

Participate in a discussion about what is read to them, taking turns and listening to what others say by:

- listening attentively in discussion and beginning to make related comments
- taking some account of other speakers' comments, e.g. in paired work
- asking questions to find out specific information including 'How' and 'Why'
- participating in discussions
- following agreed group discussion guidelines
- taking turns
- sometimes expressing a view/opinion

Explain clearly their understanding of what is read to them by:

- sharing their own views about what has been read to them
- explaining their view using the word 'because'

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