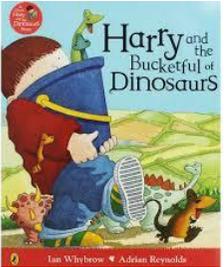
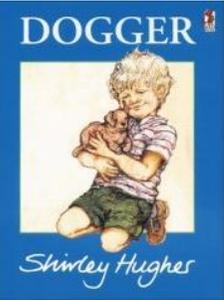




The Priory CE (VA) Primary School's Reading Progression Pathway Year 1

Across early years, year one and year two reading is developed and tracked through book bands that are matched to specific groups of phonetic sounds. During individual reading sessions, the teacher will set the book band and record this in a child's reading assessment booklet. Schoolbooks are changed regularly to ensure each child absorbs a rich diet of books at home and the daily use of reading diaries at home is encouraged.

Focus	Curriculum Content	Skills	Key Text	Vocabulary
Word reading and classification	Word Reading <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Recognise and read an increasing number of familiar sounds. ● Blend familiar phonemes and graphemes in order to read independently. ● Use their knowledge of familiar sounds to decode and segment polysyllabic words. ● Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, whole class reading and 1:1 reading at home. ● With a finger, track sentences when reading 1:1, small group and whole-class sessions. ● Be encouraged to read aloud during 1:1, guided and whole-class reading sessions. ● When asked, locate familiar word types (adjective, noun and verb) and explain how they know which word type it is. ● When asked, locate words that contain previously taught graphemes, suffixes or subject related content. ● When asked, locate age related punctuation: question and exclamation marks. 	  	phoneme grapheme digraph trigraph rhyme sound blend segment sentence letter capital letter word singular plural sentence punctuation full stop, question mark exclamation mark
Inference and comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	<ul style="list-style-type: none"> ● Link what they read or hear to their own experiences. ● Become confident with traditional tales and fairy stories 		genre character author poem

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

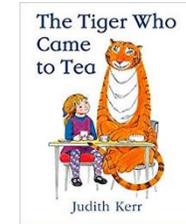
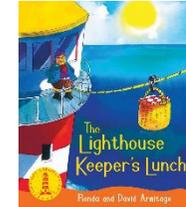
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

and **identify** their characteristics.

- Recognise and join in with **predictable phrases**.
- Learn some rhymes and poems by heart.
- Discuss titles and covers.
- Make **predictions** based on key aspects within the text.
- Make **inferences** based on what they have read and make inferences from what has been read to them:

For Example: *Why did the animals write a letter to the Giant? They gave the Giant a crown. Why was this a good choice for a present?*

- Participate in **discussions** about characters, plot, narrative and genre and share their personal opinion about a text.
- **Recognise the common features** of a non-fiction text and identify when a text is fictional or not by labelling common features of either genre. I.e. *"Fiction has made up characters but nonfiction is about real things"*.



script
cover
adventure
story
poem
blurb
feeling
emotion

Predict
Summaries
Ask questions