



Key Learning Indicators of Performance in Reading: Year 1

Spoken Language

Pupils should be taught to:

- ▶ *listen and respond appropriately to adults and their peers*
- ▶ *ask relevant questions to extend their understanding and knowledge*
- ▶ *use relevant strategies to build their vocabulary*
- ▶ *articulate and justify answers, arguments and opinions*
- ▶ *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- ▶ *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- ▶ *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- ▶ *speak audibly and fluently with an increasing command of Standard English*
- ▶ *participate in discussions, presentations, performances, role play, improvisations and debates*
- ▶ *gain, maintain and monitor the interest of the listener(s)*
- ▶ *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- ▶ *select and use appropriate registers for effective communication.*

Word Reading

- ▶ *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. ow in snow and cow.*
- ▶ *Read accurately by blending sounds in unfamiliar words.*
- ▶ *Read common exception words, noting tricky parts (see below).*
- ▶ *Read words containing –s, -es, ing, -ed, -er, -est endings.*
- ▶ *Split two and three syllable words into the separate syllables to support blending for reading.*
- ▶ *Read words with contractions e.g. I'm, I'll, we'll 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.*

Comprehension

Developing pleasure in reading and motivation to read

- ▶ *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. small world, role play, storytelling.*
- ▶ *Enjoy and recite rhymes and poems by heart.*
- ▶ *Make personal reading choices and explain reasons for choices.*

Understanding books which they can read themselves and those which are read to them

- ▶ *Introduce and discuss key vocabulary, linking meanings of new words to those already known.*
- ▶ *Activate prior knowledge e.g. what do you know about minibeasts?*
- ▶ *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 like the Little Red Hen because she...*
- ▶ *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. titles, contents page and labelled diagram.*
- ▶ *Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.*
- ▶ *Make basic inferences about what is being said and done.*
- ▶ *Make predictions based on what has been read so far.*

Participating in discussion

- ▶ *Listen to what others say.*
- ▶ *Take turns.*