

## Tower Hill Primary School Reading Progression Framework – Year 1

Year 1	READING	
	Word Reading	Comprehension
Ongoing, in school provision and approaches	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Re-read books with taught GPCs and suffixes to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>◦ <i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i></li> </ul> </li> </ul>
Phase 1	<ul style="list-style-type: none"> <li>• <b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</b></li> <li>• <b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li>• <b>Read common exception words</b>, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>◦ Being encouraged to link what they read or hear read to their own experiences</li> <li>◦ <b>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b> <ul style="list-style-type: none"> <li>▪ Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</li> <li>▪ Use the language of a known story for re-telling. Particularly repetitive patterns, e.g. 'I'll huff and I'll puff.'</li> </ul> </li> <li>◦ Recognising and joining in with predictable phrases                             <ul style="list-style-type: none"> <li>▪ Talk about rhyme and repetition in books</li> </ul> </li> <li>◦ Learning to appreciate rhymes and poems, and to recite some by heart                             <ul style="list-style-type: none"> <li>▪ Enjoy word-play in books and be able to identify words and phrases they like</li> </ul> </li> </ul> </li> <li>• <b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"> <li>◦ Drawing on what they already know or on background information and vocabulary provided by the teacher                             <ul style="list-style-type: none"> <li>▪ Can seek out books around a simple theme or topic</li> </ul> </li> <li>◦ <b>Checking that the text makes sense to them as they read and correcting inaccurate reading</b></li> <li>◦ <b>Predicting what might happen on the basis of what has been read so far</b> <ul style="list-style-type: none"> <li>▪ Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading</li> </ul> </li> </ul> </li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say                             <ul style="list-style-type: none"> <li>▪ Understand the difference between fiction and non-fiction</li> <li>▪ Recall the main points of a narrative in the correct sequence</li> <li>▪ Ask questions and express opinions about main events and characters in stories, e.g. good and bad characters</li> </ul> </li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed</li> <li>• Read words with contractions, and understand that the apostrophe represents the omitted letter(s)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"> <li>▪ Understand the way that information texts are organised and use this when reading simple texts</li> <li>◦ <b>Discussing the significance of the title and events</b></li> <li>◦ Making inferences on the basis of what is being said and done                             <ul style="list-style-type: none"> <li>▪ Make predictions, talk about what characters are like, their motivations and what they might do</li> </ul> </li> </ul> </li> <li>• Explain clearly their understanding of what is read to them                             <ul style="list-style-type: none"> <li>▪ Identify major points in a story or some key facts from an information text</li> <li>▪ Will talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</li> </ul> </li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>• Read words containing taught GPCs and -er and -est endings</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known</li> </ul>