Year 1 Reading Skills Coverage				
1. Word Reading	2. Themes and conventions	3. Making inferences	4. Comprehension	5. Language for effect
a. apply phonic knowledge and skills as the route to decode words 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 c. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught d. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word e. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings f. read other words of more than one syllable that contain taught GPCs g. read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) h. 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 i. re-read these books to build up their fluency and confidence in word reading	a. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently b. being encouraged to link what they read or hear read to their own experiences c. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics d. learning to appreciate rhymes and poems, and to recite some by heart e. participate in discussion about what is read to them, taking turns and listening to what others say	a. drawing on what they already know or on background information and vocabulary provided by the teacher b. comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style c. making inferences on the basis of what is being said and done d. reasonable inference at a basic level, e.g. identifying who is speaking in a story	a. discussing word meanings, linking new meanings to those already known -checking that the text b. makes sense to them as they read and correcting inaccurate reading c. discussing the significance of the title and events d. predicting what might happen on the basis of what has been read so far e. explain clearly their understanding of what is read to them	a. recognising and joining in with predictable phrases