

Bishop's Primary Academy Reading Progression Framework – Year 1

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