

St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith



Key Learning in Reading – Years Reception & 1

Key Learning in Reading: Nursery	Key Learning in Reading: Reception	Key Reading in Writing: Year 1
	Word reading - Oral Blending, GPC Recognition, Blending for Reading Words and Sentences	Word reading
•	• Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words or equivalent.	• Read aloud accurately books that are consistent with their developing phonic knowledge.
•	• Recognise and enunciate correctly GPCs in Phase 2 and 3 or equivalent.	• Apply phonic knowledge and skills as the route to decode words.
•	• Blend to read VC and CVC words using Phase 2 GPCs or equivalent.	• Respond speedily with the correct sound to grapheme for the 44 phonemes.
•	• Blend to read VC and CVC words using Phase 3 GPCs or equivalent.	• Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow</i> in <i>snow</i> and <i>cow</i> .
•	• Blend to read two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. <i>cobweb</i> , <i>raincoat</i> .	• Read accurately by blending sounds in unfamiliar words.
•	• Blend to read a combination of adjacent consonants (Phase 4 or equivalent) at the beginning or at the end of words, including Phase 2 and 3 graphemes or equivalent.	• Split two and three syllable words into the separate syllables to support blending for reading.
•	• Blend to read polysyllabic words with Phase 2 and 3 graphemes or equivalent, and adjacent consonants, e.g. <i>toothbrush</i> , <i>sandpit</i> , <i>Manchester</i> .	• Read common exception words, noting the tricky part.
•	• Recognise upper case letters alongside lowercase GPCs introduced to support decoding.	• Read words containing –s, -es, -ing, -ed, -er, -est endings.
•	• Distinguish between a word, letter and a space.	• Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.
•	• Read words consistent with phonic knowledge by accurately sound blending.	• Develop fluency, accuracy and confidence by re-reading books.

•	• Read phonetically decodable words within sentences using Phase 2 words or equivalent.	• Read more challenging texts using phonics and common exception word recognition.
•	• Read phonetically decodable words within sentences using Phase 3 words or equivalent.	
•	• Read phonetically decodable words within sentences using Phase 4 words or equivalent.	
	Word reading - Common exception (tricky words)	
•	• Read Phase 2 common exception (tricky) words or equivalent.	
•	• Read Phase 3 common exception (tricky) words or equivalent.	
•	• Read Phase 4 common exception (tricky) words or equivalent.	
•	• Read sentences including Phase 2 common exception (tricky) words or equivalent.	
•	• Read sentences including Phase 3 common exception (tricky) words or equivalent.	
•	• Read sentences including Phase 4 common exception (tricky) words or equivalent.	
•	• Read books consistent with phonics knowledge.	
	Comprehension -Developing pleasure in reading and motivation to read	Comprehension -Developing pleasure in reading and motivation to read
•	• Listen to and discuss stories or information that has been read to them, or they have read themselves.	• 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.
•	• Understand and discuss the difference between text and illustrations in a range of text types.	
•	• Know that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts.	
•	• Hold a book correctly and turn pages from front to back.	
		• Relate texts to own experiences.
		• Recognise and join in with language patterns and repetition.

•	• Role-play stories and events, using simple props and recently introduced vocabulary.	• Use patterns and repetition to support oral retelling e.g. fairy stories, traditional tales and stories by well-known authors.
•	• Use actions and pictures to orally retell stories and rhymes in their own words.	• Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.
•	• Recite a range of simple rhymes, songs and poems.	• Enjoy and recite poems by heart.
		• Make personal reading choices and explain reasons for choices.
	Comprehension - Understanding books which they can read themselves and those which are read to them	Comprehension - Understanding books which they can read themselves and those which are read to them
•	• Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i>	• Introduce and discuss key vocabulary, linking meanings of new words to those already known.
•	• Activate prior knowledge, e.g. <i>Do you know any stories about bears?</i>	• Activate prior knowledge, e.g. <i>what do you know about minibeasts?</i>
		• Check that texts make sense when reading and self correct.
		• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
•	• Articulate feelings linked to stories, songs, rhymes, non-fiction and poems.	• Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she ...</i>
•	• Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories.	• Explain clearly their understanding of what is read to them.
•	• Respond to questions using who, what, where and when linked to text and illustrations. • Respond to questions about <i>how</i> and <i>why</i> something is happening.	• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
•	• Identify, discuss and sequence the main events in stories.	• Identify and discuss the main events in stories.
•	• Identify, describe and discuss the main characters in stories.	• Identify and discuss the main characters in stories.
•	• Discuss specific information in non-fiction texts, e.g. <i>labels, images, contents page, captions, glossary.</i>	• Locate parts of text that give particular information, e.g. <i>titles, contents page, and labelled diagrams.</i>

•	• Talk about the front and back cover in stories, discuss the title and illustrations.	• Discuss the title and how it relates to the events in the whole story, <i>e.g. Peace at Last by Jill Murphy.</i>
•	• Explore what a character might say, feel and/or think.	• Make basic inferences about what is being said and done.
•	<ul style="list-style-type: none"> • Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves. • Look closely and discuss in more detail the illustrations to develop understanding of the story. 	• Make predictions based on what has been read so far.
	Participating in discussions	Participating in discussions
•	• Listen to others, one-to-one, in groups, whole class, in familiar situations during conversations or activities.	• Listen to what others say.
•	• Take turns to speak in different contexts including one-to-one, small groups and whole class discussions.	• Take turns.

Word lists for reading and spelling

Phase 2, 3 and 4 Tricky Words

Phase 2	Phase 3	Phase 4
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out

Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			