

# READING : MASTERY in Y1

	ESSENTIAL	ADVANCE	MASTER
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words:</li> <li>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5).</li> <li>Read common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs.</li> <li>Read phonically decodable texts with confidence and accuracy.</li> <li>Read common exception words ('tricky words').</li> <li>Read words containing taught GPCs and s, es, ing, ed, er, est endings.</li> <li>Read words of more than one syllable which contain taught GPCs.</li> <li>Read words with contractions (e.g. I'm, we'll); understand apostrophe represents omitted letter(s).</li> <li>Recognise and use the repetition of words and rhymes to aid reading.</li> <li>Re-read to build up fluency.</li> <li>Read accurately and confidently words of 2 or more syllables.</li> <li>Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.</li> </ul>		
<b>RETRIEVAL</b> Finding and understanding facts Finding and understanding clues	<ul style="list-style-type: none"> <li>Understand both the books (and other texts) they can already read accurately and fluently and those they listen to.</li> <li>Use prior knowledge to understand texts.</li> <li>Explain what they understand about a text.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify word definitions, linking new meanings to known vocabulary.</li> <li>Make predictions based on the events in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and correct miscues, re-reading if necessary.</li> <li>Talk about the title and the events.</li> <li>Re-tell main events.</li> <li>Begin to draw inferences from the text and / or the illustrations.</li> </ul>
<b>INTERPRETATION</b> Organisation Context	<ul style="list-style-type: none"> <li>Listen to and discuss a range of texts – narrative, non-fiction and poems – at a level beyond that at which they can read independently.</li> <li>Be very familiar with some key stories, including traditional and fairy tales.</li> <li>Experience poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Understands the difference between fiction and non-fiction.</li> <li>Understand and talk about the main characteristics of the key stories known.</li> <li>Use context and vocabulary provided to understand texts.</li> </ul>	<ul style="list-style-type: none"> <li>Link what they read or hear read to their own experiences to support inference and empathy, for example.</li> </ul>
<b>CHOICE</b> Writer's choice Reader's opinions	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>Listen to others' ideas about a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify narrative language. (added by MR from 'retell key stories orally using narrative language)</li> <li>Say what they like or dislike about a text.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their responses in a group.</li> </ul>
<b>Oral retelling and performance</b>	<ul style="list-style-type: none"> <li>Begins to use punctuation to vary pace and expression when reading aloud e.g. pauses at full stops, asks questions with different intonation.</li> <li>Learn some poems and rhymes by heart.</li> <li>Retell key stories orally using narrative language.</li> </ul>		
<b>EXCEEDING STATEMENTS</b>	<b>FINDING AND UNDERSTANDING FACTS</b> Re-read a passage if unhappy with own comprehension. Aware of mistakes made because reading does not make sense. Use illustrations as an important feature in aiding reading	<b>WRITER'S CHOICE:</b> Aware of which styles of language are traditionally used in particular genres of writing.	
	<b>FINDING AND UNDERSTANDING CLUES:</b> Can predict what happens next in familiar stories.	<b>READER'S OPINIONS:</b> Tell someone about likes and dislikes related to story they have read or a story they have had read to them. Talk about favourite authors or genre of books.	
	<b>ORGANISATION:</b> Growing awareness of how non-fiction texts are organised.	<b>CONTEXT:</b> Happy to read aloud in front of others.	