



St. Bede's Catholic Primary School



Medium Term Plan – Reading

Skills	Year 1
Reading – Word Reading	
Phonics and Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To segment and blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>
Common Exception words	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>

“Shine like a lantern in the presence of the Lord”



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Reading – Comprehension	
Skills	Year 1
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self-correct.
Comparing, Contrasting and Commenting	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>
Words in Context and Authorial Choice	To discuss word meaning and link new meanings to those already known.
Inference and Prediction	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>
Poetry and Performance	To recite simple poems by heart.

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- * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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