

# Reading

## Year 1

Yearly coverage of content domains

Fairisle Infant and Nursery School



**Expect Success**

## Content domain: Enjoy

By the end of the year children should:

- listen to and talk about a wide range of poems, stories and non-fiction texts
- be able to link what they read or hear to their own experiences
- enjoy rhymes and poems
- be able to say aloud some rhymes or poems from memory.

### Vocabulary

**Poem**—a piece of writing where attention is given to rhyme, rhythm or imagery

**Story**—a text that is imaginary but may be based on real things or events e.g. a story about a giraffe that cannot dance.

**Non-fiction**—writing that is factual or contains information. It is real and not imaginary

**Rhyme**— words that have or end with a sound that is similar to another e.g. mat and cat

## Content domain: Decode

- By the end of the year, children should:
- apply their phonic knowledge and skills to decode words
  - respond quickly with the correct sounds for graphemes they know
  - read accurately by blending sounds they know
  - sight read most Year 1 Common Exception Words
  - read words containing –s, -es, -ing, -ed, -er and –est endings
  - read words of more than 1 syllable
  - read words with contractions
  - read aloud books that are suited to their ability without relying on the pictures
  - checking the text makes sense to them as they read and correcting any mistakes they make.

### Vocabulary

**Decode**—using sounds to work out what the word says

**Grapheme**—the smallest meaningful sound written

**Blending**—joining sounds together to say words

**Common Exception Word**—words where the usual spelling rules doesn't apply

**Syllable**—a part of a word

**Contraction**— 2 or more words in a shortened form e.g. isn't

## Content domain: Define

By the end of the year, children should:

- be able to discuss the meaning of words
- suggest ideas for the meaning of words they don't know by using their knowledge of other words

### Vocabulary

**Define**—be able to explain what words mean

**Discuss**—talk about

**Knowledge of other words**—words they already know.

## Content domain: Retrieve

By the end of the year, children should:

- be familiar enough with key stories, traditional tales and fairy stories to retell them and discuss some of their features e.g. there is a hero and a villain
- explain using their own words what is being read to them
- be able to identify the main character in a story.
- be able to recall key events from a story they are familiar with.

### Vocabulary

**Main character**—the person, animal or thing that is central to the story.

**Key events**—main or important events in the story e.g. Cinderella loses her shoe.

## Content domain: Sequence

By the end of the year, children should:

- begin to look at the features of non-fiction books
- put a simple story or event in order and use this to re-enact and/or retell it
- begin to explore the basic structure of stories (beginning, middle, end)

### Vocabulary

**Non-fiction**—writing that is factual or contains information. It is real and not imaginary

**Re-enact**—act out the story or event

**Retell**—tell the story or event in their own words

## Content domain: Infer

By the end of the year, children should:

- begin to think and explain why characters may act in a certain way or why events happened based on what they know and have read
- be able to say what words or pictures in the text have helped them to reach their conclusions e.g. I think she is sad because it says she is crying

### Vocabulary

**inference**—using the clues in the text to suggest why something happened or why a character is acting in the way they are e.g. “he is crying so that means he is sad the dragon has left”.

**Characters**—people, animals or things who feature in the story e.g. Cinderella, the mouse, Norman the robot etc.

## Content domain: Prediction

By the end of the year, children should:

- recognise and join in with repeated words or phrases in texts e.g. ‘who is going trip trap over my bridge?’
- say what they think might happen next in the story based on what they have read so far

### Vocabulary

**Prediction**—say what they think might happen next e.g. I think that the seagull will drop the bear because the bear is heavy.

**Repeated words or phrases**—words or phrases that are repeated in the text e.g. “giraffe's can't dance”.



## Content domain: Links

By the end of the year, children should:

- begin to link what they hear or read to their own experiences e.g. ‘I have a bear just like the one in this story’
- be able to share their ideas through discussions

### Vocabulary

**Link**—say how something is similar and why

**Their own experiences**—things, happenings or events that the children have experienced in their own lives. This will be different for every child.

**Discussions**—talking about books in small or large groups, or 1:1 with an adult.