

Year 1	Patterns and Rhymes Identify which words appear again and again.	Prediction, Inference & Deduction  Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.	Intonation and Expression  Reads with pace & expression, i.e. pause at full stop; raise voice for question	Grammatical Features	Research  Knows difference between fiction and non-fiction text
<p><b>Word Reading/ Phonics</b></p> <p><b>The main reading scheme we use is Floppy Phonics. Children also have access to the Oxford reading scheme.</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>			<p><b>Comprehension and Understanding</b></p> <p>Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title &amp; events. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</li> </ul>		

### Phonics

**We follow the Floppy Phonics program of study. Through this program children are given the opportunity to build their Phonic knowledge through blending and segmenting.**

Revision of Previous Learning Revise the process of segmenting spoken words into sounds before choosing graphemes to represent them. Review all grapheme-phoneme correspondences which have been taught including vowel diagraphs. Revisit words with adjacent consonants. New Learning Sounds /f/, /l/, /s/, /z/ and /k/ spelt as ff, ll, ss, zz, and ck. The /ŋ/ sound spelt n before k e.g. bank or think.

/tʃ/ the sound usually spelt as tch if it come straight after a single vowel letter e.g. catch or hutch. EXPECTATIONS: rich, which much and such. The /v/ sound at the end of words. Words in the English language hardly ever end in /v/, the letter e usually needs to be added after the 'v' e.g. have, live and give. The /f/ sound being spelt as ph or wh e.g. dolphin, phonics, when and wheel. Words ending in y e.g. happy and funny. The /k/ sound spelt as k rather than c before e in Kent and sketch.

### Vowel Diagraphs and Trigraphs

ai oi ay oy a-e e-e i-e o-e u-e ar ee ea (sea, dream, meat) ea (head, bread, instead) er (stressed sound: her, her) er (unstressed sound: better, under)

ir ur oo (long) oo (short) oa oe ou ow (now, how.

ue ew ie (lie, tie, pie) ie (chief, thief, field) igh or ore aw au air ear (dear, hear, beard) ear (bear, pear, wear) are (bare, dare, care)