

Pupils reading within **Stage 1** should: develop pleasure in reading, motivation to read, vocabulary and understanding through a wide range of experience of:

Key stories  Poems  Non-fiction  Fairy stories  Traditional tales  Role-play

**St. Bartholomew's C of E Primary School**  
**Stage 1 Reading**

| Word<br>RG: W   | Comprehension<br>RG: C   | Inference<br>RG: I  | Text structure and<br>organisation<br>RG: T   | Language for Effect<br>RG: L   | Themes and<br>Conventions<br>RG: TC   |
|---|--|---|---|--|---|
| <p>With support, the child is able to:</p> <p><b>1) Apply phonic knowledge and skills to decode words</b> (also ELG)</p> <p><b>2) Respond speedily to all GPC's</b> including, where applicable, alternative sounds for graphemes</p> <p><b>3) Read common exception words</b> (also ELG), noting unusual correspondences between spelling and sound and where these occur in the word e.g. <i>said, come</i> (NC pg. 54)</p> <p><b>4) Read words with varied endings</b> e.g. <i>-s, -es, -ing, -ed, -er and -est</i> (NC pg. 51)</p> <p><b>5) Read words of more than one syllable</b> e.g. <i>pocket, thunder</i> (NC pg. 50)</p> <p><b>6) Read words with contractions</b> e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s)</p> <p><b>7) Read aloud accurately books that require them to use their developing phonic knowledge and their knowledge of common exception words</b></p> <p><b>8) Re-read these books to build up their fluency and confidence in reading</b></p> <p>Read and understand simple sentences (ELG)</p> | <p>With support the child is able to:</p> <p><b>1) Discuss a wide range of poems, stories and non-fiction, taking turns and listening to what others say</b></p> <p><b>2) Retell key stories, fairy stories and traditional tales and consider their particular characteristics</b> e.g. <i>once upon a time...</i></p> <p>3) Explain clearly their understanding of what is read to them</p> <p><b>4) Check that the text makes sense to them as they read and correcting inaccurate reading</b></p> <p>5) Listen to stories, accurately anticipate key events, and respond to what they hear with relevant comments or actions (ELG)</p> | <p>With support, the child is able to:</p> <p><b>1) Link what they read or hear read to their own experience</b></p> <p><b>2) Use prior knowledge to make inferences based on what is being said and done</b> e.g. <i>'she must be going on holiday because she is packing her case'</i> or <i>'he must be embarrassed because his face went red'</i></p> <p><b>3) Predict what might happen on the basis of what has been read so far</b> e.g. <i>Jack will save them because he always does'</i> or <i>'the next part will tell you about what lions eat'</i></p> <p>4) Use role play to identify with characters and make inferences on the basis of what is said e.g. <i>the children were scared of the dragon because they ran away'</i></p> <p>5) Answer 'how?' and 'why?' questions about their experiences in response to stories or events (ELG)</p> <p>6) Express views about events or characters in a story and answer questions about why things happened (ELG)</p> | <p>With support, the child is able to:</p> <p>1) Show some awareness of organisation of texts e.g. <i>beginning and endings and some processes of finding information in NF texts</i> e.g. <i>contents page</i></p> <p>2) Show some awareness of punctuation and its purpose in text</p> <p><b>3) Discuss the significance of the title and events</b></p> <p><b>4) Recite rhymes and poems</b> e.g. <i>nursery rhymes, ten green bottles</i></p> | <p>With support, the child is able to:</p> <p><b>1) Recognise and join in with predictable phrases</b> e.g. <i>Run, run as fast as you can...</i></p> <p><b>2) Discuss word meanings, linking new meanings to those already known</b> e.g. <i>'enormous means big'</i></p> <p>3) Begin to understand how written language can be structured in order to e.g. <i>to build surprise in narratives (suddenly...) or to present facts in non-fiction (bullet points)</i></p> <p>4) Explore and develop language they have listened to in high quality texts e.g. <i>role-play, retelling stories</i></p> | <p>With support, the child is able to:</p> <p>1) Make simple comments about preferences e.g. <i>I like this story because...</i></p> <p>2) Make connections between texts e.g. <i>this is like a traditional tale because there's an evil witch; a bad wolf...</i></p> <p>3) Identify some features of NF texts e.g. <i>this tells you about animals; houses.</i></p> |