



# CASTLETOWN PRIMARY SCHOOL



## Reading Comprehension – Year 1

In independent reading and challenging texts shared at whole class level, the child is able to:

Themes and Conventions	Comprehension	Inference	Language for Effect
<ol style="list-style-type: none"><li>1. Identify features of familiar texts e.g. <i>“There’s always a baddie; “They all have happy ending”.</i></li><li>2. Make connections between texts e.g. <i>“This is like a traditional tale because there’s an evil witch/a bad wolf”.</i></li><li>3. Identify factual texts e.g. <i>“This tells you about animals/houses”.</i></li></ol>	<ol style="list-style-type: none"><li>1. Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li><li>2. Simple points from familiar texts are identified and discussed.</li><li>3. Discuss new vocabulary and link meanings to what is already known.</li><li>4. Check that the text makes sense as they read e.g. self-correction.</li><li>5. Discuss the significance of simple text features e.g. title, events.</li></ol>	<ol style="list-style-type: none"><li>1. Link what they read or hear read to their own experiences.</li><li>2. Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>“He must be going on holiday – he’s packing his case,”</i> or <i>“The mother stays by the nest to protect the eggs.”</i></li><li>3. Predict what might happen on the basis of what has been read so far e.g. <i>“Jack will save them because that’s what he always does”;</i> <i>“The next part will tell you about what lions eat.”</i></li><li>4. Use role play to identify with characters and make inferences on the basis of what is being said and done e.g. <i>“The children were scared of the dragon because they ran away.”</i></li></ol>	<ol style="list-style-type: none"><li>1. Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. <i>“Run, run as fast as you can, you can’t catch me I’m the Gingerbread Man.”</i></li><li>2. Discuss word meanings, linking new meanings to those already known e.g. <i>“Enormous means big.”</i></li><li>3. Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction.</i></li><li>4. Try out the language they have listened to e.g. <i>through role play, retelling stories</i></li><li>5. Comment on obvious features of language e.g. <i>rhymes and refrains, significant words and phrases.</i></li></ol>