Learning and Progression Steps (LAPS) in Reading
Planning for Progression: Year 1

Range:	• Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Phonics Phase:	**Phase 4/5**	**Phase 5**	**Phase 5**	
Book Band:	**Blue/Green**	**Green/Orange**	**Turquoise/Purple**	
Word Reading	• Read aloud accurately books that are consistent with their developing phonic knowledge.	• Read aloud accurately books that are consistent with their developing phonic knowledge.	• Read aloud accurately books that are consistent with their developing phonic knowledge (*Letters and Sounds* Phase 5).	• Read aloud accurately books that are consistent with their developing phonic knowledge.
	• Apply phonic knowledge and skills as the route to decode words.	• Apply phonic knowledge and skills as the route to decode words.	• Apply phonic knowledge and skills as the route to decode words (*Letters and Sounds* Phase 5).	• Apply phonic knowledge and skills as the route to decode words.
	• Respond speedily with the correct sound to grapheme for the 44 phonemes.	• Respond speedily with the correct sound to grapheme for the 44 phonemes.	• Respond speedily with the correct sound to grapheme for the 44 phonemes (*Letters and Sounds* Phase 5).	• Respond speedily with the correct sound to grapheme for the 44 phonemes.
	• Recognise and use the different ways of pronouncing the same grapheme; *e.g.* ea in *bread* and *seat*; o in *post* and *slot*; a in *hat* and *was*; ow in *snow* and *cow*.	• Recognise and use the different ways of pronouncing the same grapheme; *e.g.* i in *fin* and *mind*; er in *farmer* and *her*; g in *giant* and *grand*; ear in *pearl* and *hearing*.	• Recognise and use the different ways of pronouncing the same grapheme; *e.g.* c in *ice* and *cream*; ch in *chef*, *school* and *church*; ou in *could, found, you* and *shoulder*.	• Recognise and use the different ways of pronouncing the same grapheme; *e.g.* ow in snow and cow.
	• Read accurately by blending sounds in unfamiliar words.	• Read accurately by blending sounds in unfamiliar words.	• Read accurately by blending sounds in unfamiliar words.	• Read accurately by blending sounds in unfamiliar words.
	• Read common exception words, noting tricky parts (see Year 1 list).	• Read common exception words, noting tricky parts (see Year 1 list).	• Read common exception words, noting tricky parts (see Year 1 list).	• Read common exception words, noting tricky parts (see below).
	• Read words containing –s, -es endings.	• Read words containing -ing, -ed endings.	• Read words containing –s, -es, -ing, -ed, -er, -est endings.	• Read words containing –s, -es, -ing, -ed, -er, -est endings.
	• Split two syllable words into the separate syllables to support blending for reading, e.g. *jumping, pocket, longer, boxes*.	• Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. *picnic, sticker, dinner, haircut, something, flipchart*.	• Split two and three syllable words into the separate syllables to support blending for reading, e.g. *farmyard, playground, September, Saturday, internet, animal, Africa*.	• Split two and three syllable words into the separate syllables to support blending for reading.
	• Read the contraction *I'm*.	• Read words with contractions e.g. *I'm, I'll, we'll*.	• Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.	• Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.

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Word Reading Contd.	• Develop fluency, accuracy and confidence by re-reading books.	• Develop fluency, accuracy and confidence by re-reading books.	• Develop fluency, accuracy and confidence by re-reading books.	• Develop fluency, accuracy and confidence by re-reading books.
		• Read more challenging texts using phonics and common exception word recognition.	• Read more challenging texts using phonics and common exception word recognition.	• Read more challenging texts using phonics and common exception word recognition.
Developing pleasure in reading and motivation to read	• When prompted through questioning, relates texts to own experiences, e.g. *Have you ever been to the beach?*	• Relate texts to own experiences.	• Relate texts to own experiences and describe with some detail.	• Relate texts to own experiences.
	• Recognise and join in with language patterns and repetition during class story times.	• Recognise and join in with language patterns and repetition in stories, e.g. *fairy stories, traditional tales and stories by well-known authors.*	• Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling.*	• Recognise and join in with language patterns and repetition. • Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
	• Orally retell stories using props and pictures.	• Orally retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling.*	• Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.	• Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.
	• Enjoy and recite simple rhymes and poems.	• Enjoy and recite rhymes and poems including traditional verse.	• Enjoy and recite rhymes and poems and express preferences.	• Enjoy and recite rhymes and poems by heart.
	• Make personal reading choices, e.g. from the class library.	• Make personal reading choices and give simple reasons for their selection.	• Make personal reading choices and give more detailed reasons for their selection.	• Make personal reading choices and explain reasons for choices.
Understanding books which they can read themselves and those which are read to them	• Discuss key vocabulary, linking meanings of new words to those already known.	• Discuss key vocabulary, linking meanings of new words to those already known.	• Discuss key vocabulary, linking meanings of new words to those already known.	• Introduce and discuss key vocabulary, linking meanings of new words to those already known.
	• Activate prior knowledge e.g. *what do you know about minibeasts?*	• Activate prior knowledge e.g. *what do you know about minibeasts?*	• Activate prior knowledge of the subject e.g. *what do you know about minibeasts?*	• Activate prior knowledge e.g. what do you know about minibeasts?
	• Recognise when a text does not make sense while reading.	• Recognise when a text does not make sense while reading and, with prompting, can correct.	• Check that texts make sense while reading and self-correct.	• Check that texts make sense while reading and self-correct.

Learning and Progression Steps (LAPS) in Reading
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Understanding books which they can read themselves and those which are read to them Contd.				
	• Develop and demonstrate their understanding of characters through role play and drama.	• Develop and demonstrate their understanding of characters and events through role play and drama.	• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.	• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
	• Give opinions about books, stories and poems.	• Give opinions and, when prompted, support with reasons.	• Give opinions and support with reasons e.g. *I like the Little Red Hen because she...*	• Give opinions and support with reasons e.g. I like the Little Red Hen because she...
	• Demonstrate understanding of texts by answering questions related to who, what, where and when.	• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	• Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.	• Explain clearly their understanding of what is read to them. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
	• Discuss the main events in stories.	• Identify and discuss the main events in stories using words like *first, next, after that, later on, at the end.*	• Identify, discuss and sequence the main events in stories. Record simply, e.g. *story map.*	• Identify and discuss the main events in stories.
	• Make predictions based on what has been read so far.	• Make predictions based on what has been read so far and give simple reasons.	• Make predictions based on what has been read so far and give reasons.	• Make predictions based on what has been read so far.
	• Identify the main characters in stories.	• Identify and describe the main characters in stories. Capture simply in writing, *e.g. character profile, role on the wall.*	• Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. *wanted poster, character profile.*	• Identify and discuss the main characters in stories.
		• Discuss the title and predict what the story might be about.	• Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. *The Runaway Train; Not Now Bernard!*	• Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.
		• Answer 'why' questions requiring basic inference, e.g. *Why do you think he said...? Why do you think he did that?*	• Answer 'why' questions requiring basic inference, e.g. *Why do you think he said...? Why do you think he did that?*	• Make basic inferences about what is being said and done.

Learning and Progression Steps (LAPS) in Reading
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Understanding books which they can read themselves and those which are read to them Contd.	• Recall information from non-fiction texts, e.g. *by saying something they have found out.*	• Recall specific information from non-fiction texts by answering simple oral questions.	• Recall specific information from non-fiction texts.	• Recall specific information in fiction and non-fiction texts.
	• Locate parts of text by naming or labelling e.g. *titles, contents page and labelled diagram.*	• Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*	• Use parts of text to find information, e.g. *titles, contents page and labelled diagram.*	• Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.
Participating in discussion	• In discussions about books, listen to what others say, responding by nodding or maintaining eye contact.	• In discussions about books, listen to what others say and take turns to speak as directed by the teacher.	• In discussions about texts, listen to what others say and take turns to speak.	• Listen to what others say. • Take turns.

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			