

Welcome to
KS1
Reading
Curriculum
Meeting for Parents
November 2025

To try is to achieve, to achieve is to grow



Reading domains (AREAS)

Reading has domains and each domain has statements for the children to achieve at each phase of their learning.

There are 8 domains for reading at KS1.

Each phase within the reading curriculum **builds** on the skills from the previous phases.

Children become more **confident at reading** by word decoding through phonics, sight word knowledge and most importantly by reading often.

Children learn **comprehension skills** by reading to an adult and being taught how to interpret information in the texts.

The 8 Reading domains

1.

COMPREHENSION

Clarify

2.

COMPREHENSION

**Monitor &
Summarise**

3.

COMPREHENSION

**Select &
Retrieve**

4.

COMPREHENSION

**Respond &
Explain**

5.

**THEMES &
CONVENTIONS**



6.

INFERENCE



7.

**LANGUAGE FOR
EFFECT**



8.


WORD READING



**INCLUDES APPLICATION
OF PHONICS &
RECOGNISING HIGH
FREQUENCY WORDS**

Reading domains: Skills outline

FROM THE HAMPSHIRE ASSESSMENT MODEL

Word Reading	Comprehension				Inference	Language for effect	Themes & Conventions
Cracking the code 	Clarify <small>ReadingCr</small>	Summarise <small>ReadingCr</small>	Select & retrieve <small>ReadingCr</small>	Respond & explain <small>ReadingCr</small>	Fill gaps, make links and dig deeper	Explore writer's choice and impact on the reader <small>ReadingCr</small>	Identify underlying messages and common features
	Stop ... and notice the bits that do not make sense	Develop a mental map of the text	Seek the specific	Justify an idea or opinion			

Making meaning is the guide and the goal

Higher cognitive demand, but it is possible to train these thinking muscles at all ages

Reading 1:1 – How can you help your child?

READ LITTLE & OFTEN

A TIME WHEN THEY ARE NOT TIRED

READ OFTEN

DON'T TELL THEM THE WORD

ENCOURAGE THEM TO USE THEIR SKILLS TO DECODE



ASK QUESTIONS

COMPREHENSION – WHO?, WHAT?, WHEN?, WHY?, HOW?



LONGER BOOKS

Sun AS SCHEMES PROGRESS, BOOKS GET LONGER AND MAY NEED TO BE READ OVER A FEW DAYS.
Mon
Tue
Wed
Thu
Fri
Sat

WORK THROUGH SCHEMES AT A STEADY PACE



REMIND YOUR CHILD TO CHANGE THEIR BOOKS



SHARE NON SCHEME BOOKS WITH YOUR CHILD

- READ IN FRONT OF THEM.
- HELP TO APPLY READING TO EVERYDAY LIFE



Reading 1:1 – Comprehension

Retrieval questions

- The answer can be found directly in the text or pictures.
- Children are not guessing but being a reading detective. E.g. How many brothers did Prince Cinders have?

Prince Cinders had three brothers who were not very nice to him at all. Although he did all the work around the house, they always wanted him to do more! They did nothing to help him and they always teased him because he was small, scruffy, spotty and skinny. What horrible brothers they were!



Retrieve

Reading 1:1 – Comprehension

Inference questions

Finding the answer from clues in the text or pictures.



Infer

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

They were by the sea.

It was a sunny day.



7 Why was Monster worried?



Language for effect: Year 1

Discussing the author's word choices

This means to recognise and join in with **familiar, repetitive** or **predictable** phrases

For example:

- Fairy tales
- Julia Donaldson books (The Gruffalo, Monkey Puzzle)
- Poetry

Language for effect: Year 1

"Rcasted fox! I'm off!" Fox said.
"Goodbye, little mouse," and away he sped.



*"Silly old Fox! Doesn't he know,
There's no such thing as a gruffalo?"*

*"Owl ice cream? Toowhit toohoo!
Goodbye, little mouse,"* and away Owl flew.



*"Silly old Owl! Doesn't he know,
There's no such thing as a gruffalo?"*

Language for effect: Year 2

Discussing the author's word choices

Children need to **recognise simple recurring literary language** in stories and poetry.

For Example

Story language (starters and ending, repetitive phrases)

Poetry – repeated verses and phrases

They also need to be able to **discuss** their **favourite words** and **phrases**

For Example

How the word / phrase makes you think differently about character, place (paints a picture in your mind)

Why did you like that word? **What** image has it created? **How** does it make you feel about the character? He was sad. He was devastated.

Identify **how vocabulary choice** affects **meaning**.

Why is _____ a better word choice than _____? E.g. sad / devastated, happy / ecstatic

Language for effect: Year 2

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



8 What could Frog see on the horizon?

Tick **one**.

a boat

the sun

an island

a beach

9 Find and copy **one** word which tells you that Monster was not feeling well in the boat.





Questions to ask your child

Clarify – Comprehension

- What do you think that word means?
- Can you explain what that sentence means?

Monitor and Summarise – Comprehension

- Can you tell me about what happened?
- What happened next?
- Where did they go after ...?
- How did the story end?

Select and Retrieve – Comprehension

- Who are the main characters or what are the main events in the story?
- Extracting facts from information texts.

Respond and Explain – Comprehension

- Prompt children to start thinking about cause and effect in the story – e.g. character motivation
- Why do you think ... has done that?
- Prompt children to start thinking about layout
- features, e.g. Why is the text bold? Why is the text enlarged?



Questions to ask your child

Inference

- How do you think ... will feel?
- What do you think ... will do?
- Why do you think ... feels ...?
- Prompt children to think about how a character is feeling or what they might be thinking.

Language for Effect

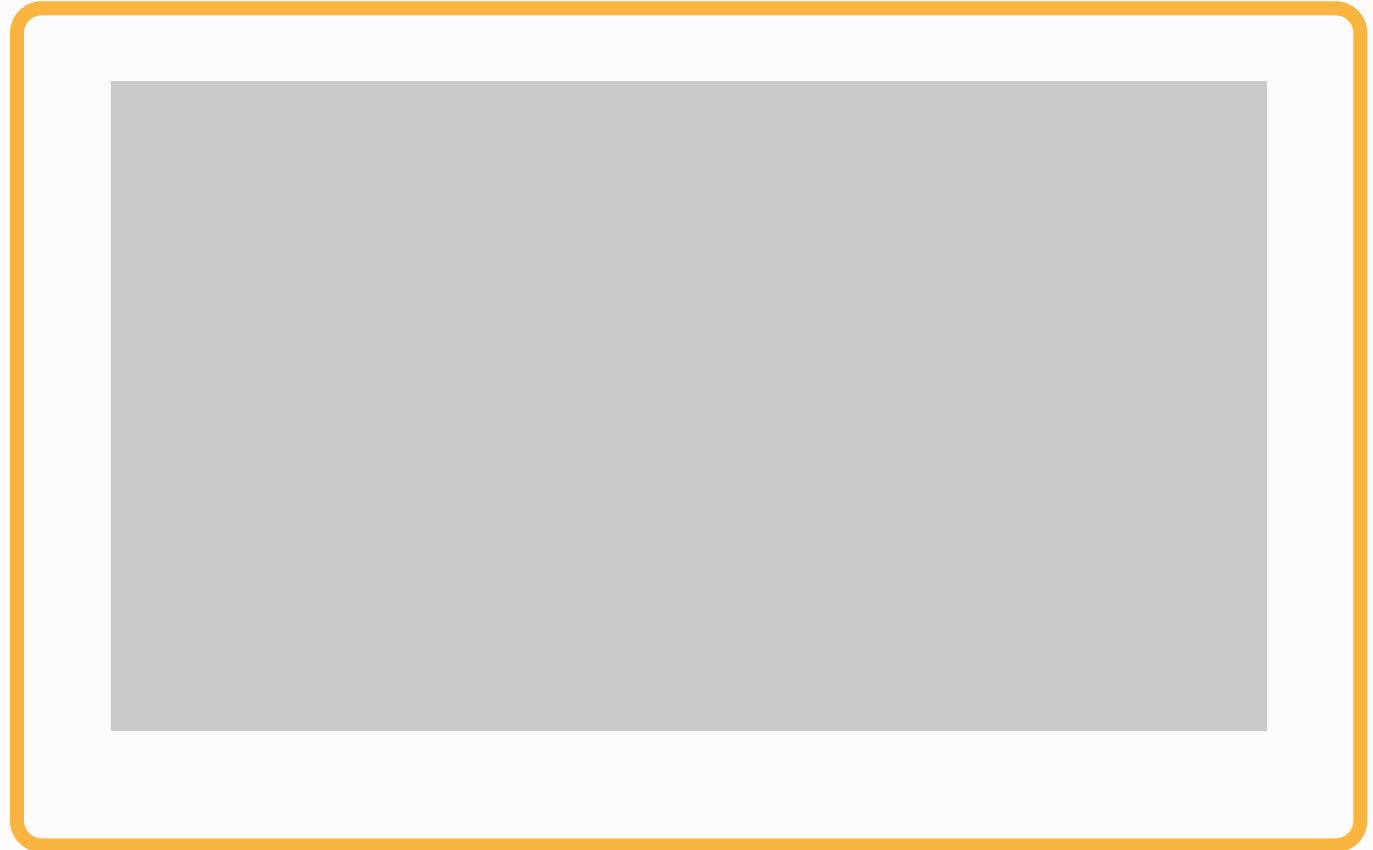
- Can you find the words that rhyme?
- Can you find the word that rhymes with ...?

Themes and Conventions

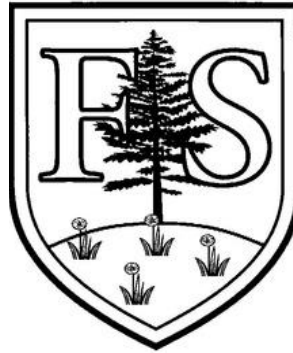
- Why do you think the title of this book is ...?
- How do you know it is a fairy tale?
- Do you think ... is a good character?
- Compare one book to another:
- What is the same about ... and ...?
- How is the ending different to ...?
- Does this book remind you of any others you have read? Why?

Reading

[2018 KS1 English reading exemplification: working at the expected standard Pupil B - YouTube](#)



Thank You



We have an open door policy- if there is a problem please share it!



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