

Year 1	Beginning	Within	Secure	End of year expectations
Word Reading	<ul style="list-style-type: none"> ➤ I can apply phonic knowledge and skills to decode words: ➤ I can blend accurately and speedily using known graphemes 	<ul style="list-style-type: none"> ➤ I can apply phonic knowledge and skills to decode words: ➤ I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ➤ I can re-read with fluency and confidence ➤ I can notice interesting words 	<ul style="list-style-type: none"> ➤ I can apply phonic knowledge and skills to decode words: ➤ I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ➤ I can recognise when a word does not make sense ➤ Read common exception words accurately ➤ I can check that the text makes sense to me as I read and correct inaccurate reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> <input type="checkbox"/> read other words of

				<p>more than one syllable that contain taught GPCs</p> <ul style="list-style-type: none"> □□read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) □□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 □□re-read these books to build up their fluency and confidence in word reading.
Comprehension	<ul style="list-style-type: none"> ➤ I can express a response to the written word ➤ I can talk about how a book works (e.g. the cover, the beginning and end of a book, front and back) 	<ul style="list-style-type: none"> ➤ I can use vocabulary to talk about books (word, letter, page, cover, title) ➤ I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read 	<ul style="list-style-type: none"> ➤ I can understand the behaviour of characters in fiction ➤ I can tell the difference between fiction and non-fiction ➤ I am very familiar 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □□develop pleasure in reading, motivation to read, vocabulary and understanding by: □□listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that

	<ul style="list-style-type: none"> ➤ Can understand stories, rhymes and information read aloud by a more experienced reader. ➤ I can express an opinion or preference for a particular book or story. ➤ I can link what I hear read to my own experiences. ➤ I can recognise and join in with predictable phrases ➤ I can discuss the significance of the title and events ➤ I can tell you who the main character is and one thing about them ➤ I like listening to books read to me at home and school. ➤ I can find information to help answer simple, 	<p>independently</p> <ul style="list-style-type: none"> ➤ I can start to appreciate rhymes and poems, and to recite some by heart ➤ I can predict what might happen on the basis of what has been read so far ➤ I can participate in discussion about what is read to me, taking turns and listening to others ➤ I can join in with a discussion about a character from a story and say what happens ➤ I listen carefully when books are read to me at school and at home and I can talk about what I've heard. ➤ I can retell familiar stories with growing confidence 	<p>with key stories, fairy stories and traditional tales; retelling them and considering their particular characteristics</p> <ul style="list-style-type: none"> ➤ I can make inferences on the basis of what is being said and done ➤ I can make plausible predictions about characters and/or plot, using the text and other book features ➤ I can explain why I've chosen a book to share at school and at home. ➤ I can retell known stories, including significant events/main ideas in sequence ➤ I can answer simple 	<p>at which they can read independently</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> <input type="checkbox"/> discussing word meanings, linking new meanings to those already known <input type="checkbox"/> <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by
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	literal questions, in texts at an appropriate reading level, with support		questions/find information in response to a direct, literal question	the teacher <input type="checkbox"/> <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> <input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say <input type="checkbox"/> <input type="checkbox"/> explain clearly their understanding of what is read to them
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