

Year 1 - Reading

Emerging (85% should be here in November)	Met- (85% should be here in February)	Met (expected for end of Year 1) (85% should be here in June)	Met +	Deep
<p>Word recognition skills</p> <p>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge - RWI Pink / Book band Blue. 90% accuracy</p> <p>With support applies phonic knowledge to decode words Speedily responds to correct sound to graphemes Reads accurately by blending GPCs within CVC, CCVC and CCVC words and may attempt some multi syllabic words</p>	<p>Word recognition skills</p> <p>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge- RWI Orange / Book band Orange. 90% accuracy</p> <p>Can use the skill of blending to decode words with a range of long vowel phonemes</p> <p>To support writing - use the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Word recognition skills</p> <p>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge- RWI within Yellow / Book band Turquoise. 90% accuracy</p> <p>Applies phonic knowledge as the prime approach to decode words including unfamiliar words, those with taught GPCs at Phase 5, more than one syllable, words with –s, -es, -ing, -er and –est endings Recognises and read words with contractions and the use of the apostrophe to represent omitted letters e.g. I’m, can’t, we’ll Reads common exception words Speedily responds to correct sound to graphemes</p>	<p>Word recognition skills</p> <p>Confidently reads aloud more complex texts, including those beyond their chronological age. Book Band Purple/Gold 90% accuracy</p> <p>Reads accurately a range of words with more than one syllable, making confident attempts where beyond taught GPCs Is beginning to read common exception words such as smiling, runner, etc Tests out alternative graphemes for phonemes when reading unfamiliar words</p>	<p>Word recognition skills</p> <p>Confidently reads aloud more complex texts, including those beyond their chronological age. Book Band White 90% accuracy</p> <p>Reads accurately a range of words with more than one syllable, and is confident where beyond taught GPCs.</p> <p>Is beginning to read common exception words such as smiling, runner etc.</p> <p>Tests out alternative graphemes for phonemes when reading unfamiliar words.</p>
<p>Comprehension</p> <p>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear Can answer a simple question about what they have read and find the evidence in the text (from a given page) Identifies complete sentences Predicts events and endings Identifies the beginning, middle and end of stories, main characters and pattern in poetry Expresses preferences linked to own experiences e.g. ‘I like going to the beach too’ Recognises patterns in texts, e.g. repeated phrases and refrains Looks at non-fiction books and identifies the subject matter</p>	<p>Comprehension</p> <p>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear Identifies the meaning of vocabulary in context (able to use context to decide what the word means and why that word was chosen) Identifies typical phrases e.g. story openings and endings, show an awareness of the story structure e.g. problem, resolution With support, justifies their views about texts e.g. ‘because’ Can give a simple description of a character (appearance and personality) Can discuss the significance of the title and events Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction</p>	<p>Comprehension</p> <p>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear Re-reads to self-correct if meaning is lost Comment on events and ideas in stories, poems and non-fiction using what they already know or background information given Identifies how non-fiction texts are sequenced/differing layouts Observes the punctuation, uses this to aid understanding and expression Retrieves key information from a text Asks questions to clarify Identifies goals/motives of the main character on the basis of what they have said and done e.g. ‘I think she wants her daddy to help her build a sandcastle’ Identifies simple and recurring literary language and uses them to retell familiar stories Can select books for personal reading and</p>	<p>Comprehension</p> <p>Reads a range of texts confidently and fluently Shows good reading stamina Responds to simple authorial intent e.g. use of punctuation and humour Develop a thirst for reading</p>	<p>Comprehension</p> <p>Can discuss preferences about stories they have read or have been read to them (e.g. likes/dislikes).</p> <p>Knows when what they have just read does not makes sense - leading to re-reading. Reads signs and labels beyond the classroom.</p> <p>Can talk about favourite authors, poems or genres.</p> <p>Deduces possible meanings to unknown words drawing on the wider sentence or context.</p> <p>Discuss any links with the text and something they have experienced themselves.</p> <p>Can outline a familiar story.</p> <p>Demonstrates a growing awareness of how to use non-fiction books to find information.</p> <p>Draws on the pictures as well as the text to help them read.</p> <p>Predicts what might happen next, giving reasons for their thinking.</p> <p>Predicts what a book may be about</p>

	Ask an adult about meanings of words that are unfamiliar	give reasons for choices		based on the front cover.