

Working towards the Y1 expected standard... (B/B+)		Evidence x 3		
		<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Attitudes and Dispositions	listen to a range of stories at a level beyond that at which they can read independently			
	begin to link what they read or hear read to their own experiences			
	become very familiar with key stories, fairy stories and traditional tales; retelling them			
Word Reading	apply phonic knowledge and skills as the route to decode words			
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes			
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught			
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			
	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings			
	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)			
	read other words of more than one syllable that contain taught GPCs			
	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			
Understanding, analysis and reasoning	re-read books to build up their fluency and confidence in word reading.			
	draw on what they already know or on background information and vocabulary provided by the teacher			
	check that the text makes sense to them as they read and correct inaccurate reading			
Retrieval and recording	predict what might happen on the basis of what has been read so far			
Discussion	demonstrate an understanding when talking with others about what they have read			

Working at the Y1 expected standard... (w/w+)		<i>Evidence x 3</i>		
Attitudes and Dispositions	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently			
	begin to link what they read or hear read to their own experiences			
	become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics			
	recognise and joining in with predictable phrases			
	learn to appreciate rhymes and poems, and to recite some by heart			
Word Reading	apply phonic knowledge and skills as the route to decode words			
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes			
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught			
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings			
	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)			
	read other words of more than one syllable that contain taught GPCs			
	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 books to build up their fluency and confidence in word reading.			
Understanding, analysis and reasoning	draw on what they already know or on background information and vocabulary provided by the teacher			
	check that the text makes sense to them as they read and correct inaccurate reading			
	discuss the significance of the title and events			
	make inferences on the basis of what is being said and done			
	predict what might happen on the basis of what has been read so far			
Retrieval and recording	locate information to answer simple questions			
Discussion	participate in discussion about what is read to them, taking turns and listening to what others say			
	explain clearly their understanding of what is read to them.			

Working at greater depth within the Y1 expected standard... (s/s+)		Evidence x 3		
Attitudes and Dispositions	begin to select from a range of texts based on genre or story preference			
	read longer texts for sustained periods			
	carefully evaluate books and use this to inform reading preferences			
	learn poetry by heart, using intonation, tone and volume to interest the listener			
	read avidly a range of texts whilst making clear choices based on preference			
	perform poetry, using intonation, tone and volume to portray shades of meaning and engage the listener			
Word Reading	develop a strong set of preferences as a reader, including genres and authors			
	Apply phonic knowledge in combination with other strategies to decode new words			
	read longer words [including words with more than one syllable] by applying learnt decoding strategies			
	read with increased fluency, so that overt sounding and blending is used infrequently within age-related texts			
	apply their growing knowledge of phonics and spelling patterns as listed in year 1 Spelling NC , both to read aloud and to understand the meaning of new words they meet			
Understanding, analysis and reasoning	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.			
	ask and answer deeper questions about plot, characters and settings to strengthen understanding			
	explore the language used and discuss preferences and impact of word choices			
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions			
	show understanding of key events and themes over longer texts			
	develop a more in-depth understanding of a range of texts			
	summarise the main points of a text [for example with own brief retelling of a story]			
	understand how the author has used dialogue, action and description			
	identify issues in longer texts and talk about them			
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence			
Retrieval and recording	locate information to answer simple questions			
	begin to make textual references to support answers			
	begin to use skimming and other techniques to locate information and get a gist of a text			
Discussion	explain and discuss their understanding of what they have read, making clear links to the text			
	discuss their views about a story or text, giving clear reasons			
	explain points and answers clearly, making links to the text [for example, characters, event and themes]			
	confidently and accurately presents points, thoughts and feelings towards a book, engaging the listener			