

| 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 | | | |
| | 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 | | | |
| | predict what might happen on the basis of what has been read so far | | | |
| Retrieval and recording | | | | |
| Discussion | demonstrate an understanding when talking with others about what they have read | | | |

| Working at the Y1 expected standard... (w/w+) | | Evidence x 3 | | |
|---|---|--------------|--|--|
| 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 | | | |
| | develop a strong set of preferences as a reader, including genres and authors | | | |
| Word Reading | 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 | | | |
| | read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | | | |
| Understanding, analysis and reasoning | 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 and book, engaging the listener | | | |