

Year 1 Reading

Accessing the text: reading words

- Blend sounds in unfamiliar words containing graphemes that have been taught.
- Respond speedily with the correct sound for all Set 1 and Set 2 sounds.
- Blend phonemes to read four- and five-sound special friends words.
- Blend and segment sounds in consonant clusters and use this knowledge in reading.
- Read all Reception and Y1 common exception words.
- Make 1 to 1 correspondence between written and spoken words.
- Read words with contractions and understand that the apostrophe represents the omitted letter(s).
- Read words of more than one syllable containing taught graphemes.
- Read words containing taught graphemes and -s,-es,-ing,-ed,-er and -est endings.

Accessing the text: fluency and prosody

- When re-reading a text, use expression and phrasing to help sound fluent.
- Use punctuation to help read in a 'storyteller voice'.

Accessing the text: reading behaviours

- Re-read to clarify meaning.
- Expect written text to make sense.
- Track visually, without finger pointing, when there are 2 or 3 lines of print on a page.

Understanding, identifying and discussing key aspects of fiction and non-fiction texts

- Sequence the plot of a simple story or a recount and use this to re-enact or retell it.
- Identify the main character(s) in a story.
- Identify the subject of an information text.
- Identify the main events in a story or recount.

Retrieving and recording information

- Answer simple retrieval questions about a text.

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Inferring

- Make inferences based on what someone has said or done.
- With prompts and help from the teacher, make simple inferences about how a character is feeling.
- Give reasons for some events happening in a story.

Predicting

- Predict how a story might end.
- Predict how a character might behave.
- Use a storybook's title and blurb to help make predictions about the story.

Understanding different types of writing, and how they are written, organised and structured

- Say whether a book is fiction or non-fiction.
- Begin to understand the way that information texts are organised.
- Understand and use correctly the terms 'cover', 'beginning', 'end', 'page' and 'line'.

Examining how language has been used

- Recognise or spot repeating patterns of language.
- With support, pick out key words in a text (e.g. Find a word that tells us how the character is feeling).

Offering personal responses to a text and examining the author's intentions and choices

- Notice similarities between different stories or books.
- Choose and talk about a favourite book from a selection.
- Comment on what made a book interesting or enjoyable.
- Say how I feel about stories and poems after reading them.