

YEAR 1	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 1- DECODING	<ul style="list-style-type: none"> • 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 other words of more than one syllable that contain taught GPCs • 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 • Reread these books to build up their fluency and confidence in word reading. • Checking that the text makes sense to them as they read and correcting inaccurate reading 		
STEPS TO SUCCESS			
		WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Recognise familiar words in simple texts • Blend phonemes to read CCVC and CVCC words • Continue to use phonic knowledge to attempt unknown words • Expect written text to make sense 	<ul style="list-style-type: none"> • Blend and segment sounds in consonant clusters and use this knowledge in reading • Show some awareness of punctuation in a sentence when reading – full stops 	<ul style="list-style-type: none"> • Use a range of decoding strategies, although sometime these are not suitable • Blend and segment sounds in consonant clusters and long vowel phonemes and use this knowledge in reading, e.g. CCVC and CVCC words • Use the grammar of a sentence to decipher new or unfamiliar words • Understands and uses more terms connected with punctuation, e.g. question mark, exclamation mark, comma
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READING SKILL 2-	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Explain clearly their understanding of what is read to them. 		
ORGANISATION & RETRIEVAL	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Identify main events or key points in texts • Use the structure of a simple story when re-enacting and retelling • Answer literal retrieval questions about the text ‘Who did the boy go and visit?’ • Begin to talk about the differences between fiction and non fiction • Identify print effects, e.g. bold, italic, capitalisation, etc. 	<ul style="list-style-type: none"> • Talk about the main events in a text • Pick out relevant information in a text – ‘Why didn’t he get there?’ • Understand the difference between fiction and non fiction • Understand the way that information texts are organised and use this when reading simple texts • Understand the sequence of a story 	<ul style="list-style-type: none"> • Identify and discuss the main events or key points in a text • Re-tell a story, although some points may be rather laborious • Locate specific information in the text to find answers to simple questions – names of characters, location of story, colour of dress • Identify and discuss the way information texts are organised and use this in reading simple texts • Discuss the structure of a narrative – beginning, middle, end • Sometimes uses the correct terminology in discussions about text: title, cover, author, blurb etc.
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READING SKILL 3-	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far • Making inferences on the basis of what is being said and done • Drawing on what they already know or on background information and vocabulary provided by the teacher 		
READING DETECTIVE	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Make simple deductions with prompts and help from the teacher • Begin to make predictions about the characters 	<ul style="list-style-type: none"> • Express opinions about main event and characters in stories. E.g. good and bad characters 	<ul style="list-style-type: none"> • Use an understanding of the story and what has already happened to make predictions • Relate story settings and incidents to own experience • Compare stories and identify common themes and differences • Predicts what the book might be

			about from the cover
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READING SKILL 4-	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 		
WRITERS' USE OF LANGUAGE	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
		<ul style="list-style-type: none"> • Recognise obvious word choices for a story – Once Upon a Time, big bad wolf • Recognise repetition of language in a story • Recognise adjectives 'The dog was brown' 	<ul style="list-style-type: none"> • Recognise 'wow' words in a text – 'Crept is a good word'
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READING SKILL 5-	<ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences • Participate in discussion about what is read to them, taking turns and listening to what others say 		
PURPOSE & IMPACT	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Choose and talk about a favourite book from a selection 	<ul style="list-style-type: none"> • Continue to choose and talk about a favourite book from a selection 	<ul style="list-style-type: none"> • Continue to choose and talk about a favourite book from a selection
YEAR 1	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 6-	<ul style="list-style-type: none"> • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independent 		
REAL READER!	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
		<ul style="list-style-type: none"> • Begins to relate what they read to their own experiences • Recognise key features of stock story types what happens to good and bad characters 	<ul style="list-style-type: none"> • Continues to relate what they read to their own experiences