

YEAR 1 - READING

Performance standard

By the end of Y1, a child should be able to read all the common graphemes and read unfamiliar words containing graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.

A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop or dream) without needing to blend the sounds out loud first.

Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically.

A child can:

- Read words with suffixes with support to build on the root words that can be read already;
- Retell some familiar stories that have been read and discussed with them or that they have acted out;
- Listen to stories, poems and non-fiction that cannot be read independently;
- Understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and
- Take part in a discussion, considering the opinions of others, with support.

Year 1 Reading

Word Reading	Comprehension	
<i>Decoding fluently</i>	Understand and Interpret	Maintaining positive attitudes
<p>Reads 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.</p> <p>Show some awareness of punctuation marks when reading, e.g. pausing at full stops.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Reads common exception words.</p> <p>Reads accurately by blending sounds in unfamiliar words.</p> <p>Read some high frequency and familiar words fluently and automatically.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, eg I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read words containing GPCs and 's', 'es', 'ing', 'ed', 'er', and 'est' suffixes.</p>	<p>Discuss word meaning - linking new meaning to those already known. Develops pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the book makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing significance of the title and events.</p> <p>Explain clearly their understanding of a story that is read to them and those they read themselves.</p> <p>Discuss events and recall some simple points from familiar texts.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>With support, make reasonable predictions about what might happen on the basis of visual clues (cover, illustrations), personal experience and what has been read so far.</p> <p>Listen to and discuss information books and other non-fiction.</p> <p>Pupils can link words and their meaning from their reading to their writing</p>	<p>Developing familiarity and retell a wider range of key stories, fairy stories and traditional tales and consider their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Listen to, discussing and expressing views of a wide range of poems and stories at a level beyond that which they can read independently.</p> <p>Link what they read or hear read to their own experiences.</p> <p>Participate in discussion about a range of texts that are read to them, taking turns and listening to what others say.</p>