

<b>YEAR 1</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 1-  <b>DECODING</b>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• Reread these books to build up their fluency and confidence in word reading.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
		<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Recognise familiar words in simple texts</li> <li>• Blend phonemes to read CCVC and CVCC words</li> <li>• Continue to use phonic knowledge to attempt unknown words</li> <li>• Expect written text to make sense</li> </ul>	<ul style="list-style-type: none"> <li>• Blend and segment sounds in consonant clusters and use this knowledge in reading</li> <li>• Show some awareness of punctuation in a sentence when reading – full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of decoding strategies, although sometime these are not suitable</li> <li>• Blend and segment sounds in consonant clusters and long vowel phonemes and use this knowledge in reading, e.g. CCVC and CVCC words</li> <li>• Use the grammar of a sentence to decipher new or unfamiliar words</li> <li>• Understands and uses more terms connected with punctuation, e.g. question mark, exclamation mark, comma</li> </ul>
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READING SKILL 2-	<ul style="list-style-type: none"> <li>• Discussing the significance of the title and events</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>		
ORGANISATION & RETRIEVAL	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Identify main events or key points in texts</li> <li>• Use the structure of a simple story when re-enacting and retelling</li> <li>• Answer literal retrieval questions about the text ‘Who did the boy go and visit?’</li> <li>• Begin to talk about the differences between fiction and non fiction</li> <li>• Identify print effects, e.g. bold, italic, capitalisation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the main events in a text</li> <li>• Pick out relevant information in a text – ‘Why didn’t he get there?’</li> <li>• Understand the difference between fiction and non fiction</li> <li>• Understand the way that information texts are organised and use this when reading simple texts</li> <li>• Understand the sequence of a story</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the main events or key points in a text</li> <li>• Re-tell a story, although some points may be rather laborious</li> <li>• Locate specific information in the text to find answers to simple questions – names of characters, location of story, colour of dress</li> <li>• Identify and discuss the way information texts are organised and use this in reading simple texts</li> <li>• Discuss the structure of a narrative – beginning, middle, end</li> <li>• Sometimes uses the correct terminology in discussions about text: title, cover, author, blurb etc.</li> </ul>
<b>YEAR 1</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 3-	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>		
READING DETECTIVE	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Make simple deductions with prompts and help from the teacher</li> <li>• Begin to make predictions about the characters</li> </ul>	<ul style="list-style-type: none"> <li>• Express opinions about main event and characters in stories. E.g. good and bad characters</li> </ul>	<ul style="list-style-type: none"> <li>• Use an understanding of the story and what has already happened to make predictions</li> <li>• Relate story settings and incidents to own experience</li> <li>• Compare stories and identify common themes and differences</li> <li>• Predicts what the book might be</li> </ul>

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