



Year 1

Reading

**WR9** - Re-read books to build up their fluency and confidence in word reading.

**WR8** - 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.

**WR7** - Read words with contractions and understand that the apostrophe represents the omitted letter(s).

**WR6** - Read words of more than one syllable that contain taught GPCs.

**WR5** - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

**WR4** - Read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.

**WR3** - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

**WR2** - Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds graphemes.

**WR1** - Apply phonic knowledge and skills as the route to decode words.

**WORD READING**

**RP6** - Discuss word meanings, linking new meanings to those already known.

**RP5** - Learn to appreciate rhymes and poems, and try to recite some by heart.

**RP4** - Recognise and join in with predictable phrases.

**RP3** - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

**RP2** - Link what they read or hear read to their own experiences.

**RP1** - Listen to and discuss a wide range of poems, stories and non-fiction books at a level beyond that at which they can read independently.

**READING FOR PLEASURE**

**C5** - Predict what might happen on the basis of what has been read so far.

**C4** - Make inferences on the basis of what has been read so far.

**C3** - Discuss the significance of the title and events in the text.

**C2** - Check that the text makes sense to them as they read correcting inaccurate reading.

**C1** - Draw on what they already know or on background information and vocabulary provided by the teacher.

**COMPREHENSION**

**S2** - Explain clearly their understanding of what is read to them.

**S1** - Participate in discussions about what is read to them, taking turns and listening to what others say.

**SUMMARISING**