Year 1 Reading Objectives

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
1. Word Reading - Decoding																																
1.1.a.1 Apply phonic knowledge and skills as the route to decode words																																
1.1.a.2 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes																																
1.1.a.3 Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught *Grapheme-Phoneme Correspondences																																
1.1.a.4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word																																
1.1.a.5 Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings																																
1.1.a.6 Read other words of more than one syllable that contain taught GPCs																																
1.1.a.7 Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)																																
1.1.a.8 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																																
1.1.a.9 Re-read these books to build up their fluency and confidence in word reading																																
1.1.a.10 Read Age appropriate books (colour band for Year 1) fluently at 100 words per minute																																
1.1.a.11 Read and Decode words from Letters and sounds phase 5 with confidence																																
2 Comprehension - (A) Range of Reading																																
1.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently																																
1.2.a.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences																																
2. Comprehension - (B) Familiarity with Texts																																
1.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics																																
1.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases																																
2. Comprehension - (C) Poetry and Performance																																
1.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart																																
2. Comprehension - (D) Word Meanings																																
1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known																																
2. Comprehnsion - (E) Understanding																																

1.2.e.1 Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher																														
1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading																														
2. Comprehension - (F) Inference																														
1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events																														
1.2.f.2 Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done																														
2. Comprehension - (G) Prediction																														
1.2.g.1 Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far																														
2. Comprehnsion - (H) Authorial Intent																														
There is no content for this sub-dimension in Year 1																														
2. Comprehension - (I) Non Fiction																														
1.2.i.1 Know that some books are used for information and these contain facts																														
1.2.i.2 Understand the basic structure of a non fiction book such as contents page.																														
2. Comprehension - (J) Discussing Reading																														
1.2.j.1 Participate in discussion about what is read to them, taking turns and listening to what others say																														
1.2.j.2 Explain clearly their understanding of what is read to them																														
3. Greater Depth Statements (Focus Education) Above 110 scaled score																														
1.3.1 Read accurately and confidently words of 2 or more syllables																														
1.3.2 Talk about favourite authors or genre of books																														
1.3.3 Can predict what happens next in familiar stories																														
1.3.4 Happy to read aloud in front of others																														
1.3.5 Tell someone about likes and dislikes related to story they have read or a story they have had read to them																														
1.3.6 Read a number of signs and labels in the environment drawing from phonic knowledge when doing so																														
1.3.7 Aware of mistakes made because reading does not make sense																														
1.3.8 Re-read a passage if unhappy with own comprehension																														
1.3.9 Growing awareness of how non fiction texts are organised																														
1.3.10 Use illustrations as an important feature in aiding reading																														
Note of Reference																														

2) Comprehension Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.																																