

Teacher Assessment: Working Towards: W Expected: E More Than: M		Pupil Name _____						Autumn	Autumn	Spring	Spring	Summer	Summer
		Year 1 Key Objectives for Reading											
Word Reading		Apply phonic knowledge and skills as the route to decode words (linked to separate assessment). 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.											
		Re-read these books to build up their fluency and confidence in word reading.											
Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.											
		With encouragement, link what they read or hear read to their own experiences.											
		Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.											
		Recognise and join in with predictable phrases.											
		Appreciate rhymes and poems, and recite some by heart.											
		Discuss word meanings, linking new meanings to those already known.											
	Understand both the books that they can already read accurately and fluently and those that they listen to.	Draw on what they already know or on background information and vocabulary provided by the teacher.											
		Check that the text makes sense to them as they read and correct inaccurate reading.											
		Discuss the significance of the title and events.											
		Make inferences on the basis of what is being said and done.											
		Predict what might happen on the basis of what has been read so far.											
		Participate in discussion about what is read to them, taking turns and listening to what others say.											
		Explain clearly their understanding of what is read to them.											

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