

## Age-related expectations: Year One

# Reading

### Reading words

1. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5).
2. Apply phonic knowledge and skills to decode words by reading common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known grapheme-phoneme correspondences.
3. Read phonically decodable texts with confidence and accuracy.
4. Read common exception words ('tricky words').
5. Read words of more than one syllable which contain taught grapheme-phoneme correspondences.
6. Read words containing taught grapheme-phoneme correspondences and the following endings: s, es, ing, ed, er, est.
7. Read words with contractions (eg I'm, we'll); understand apostrophe represents omitted letter(s).
8. Recognise and use the repetition of words and rhymes to aid reading.
9. Re-read to build up fluency.

↑Read accurately and confidently words of 2 or more syllables.

↑Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.

### Finding and understanding facts

10. Understand both the books (and other texts) they can already read accurately and fluently and those they listen to.
11. Check that the text makes sense to them as they read and correct miscues, re-reading if necessary.
12. Talk about the title and the events.
13. Re-tell main events.
14. Use prior knowledge to understand texts.
15. Discuss and clarify word definitions, linking new meanings to known vocabulary.

↑Aware of mistakes made because reading does not make sense.

↑Use illustrations as an important feature in aiding reading.

### Finding and understanding clues

16. Make predictions based on the events in the text.
17. Begin to draw inferences from the text and / or the illustrations.
18. Explain what they understand about a text.

### Organisation

19. Understand the difference between fiction and non-fiction.
20. Understand and talk about the main characteristics of the key stories known.

↑Growing awareness of how non-fiction texts are organised.

### Writer's choice of language

21. Identify narrative language.

↑Growing awareness of why writers choose particular words.

### Readers' opinions

22. Develop pleasure in reading, motivation to read, vocabulary and understanding.
23. Say what they like or dislike about a text.
24. Talk about their responses in a group.
25. Listen to others' ideas about a text.

↑Tell someone about likes and dislikes related to story they have read or a story they have had read to them.

↑Talk about favourite authors or genre of books.

### Context

26. Listen to and discuss a range of texts – narrative, non-fiction and poems – at a level beyond that at which they can read independently.
27. Be very familiar with some key stories, including traditional and fairy tales.
28. Experience poems and rhymes.
29. Link what they read or hear read to their own experiences to support inference and empathy, for example.
30. Use context and vocabulary provided to understand texts.

### Oral retelling and performance

31. Begin to use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation.
32. Learn some poems and rhymes by heart.
33. Retell key stories orally using narrative language.

↑Happy to read aloud in front of others.