

YEAR 1		
Word Reading	Comprehension	Spoken Language
<p>Apply phonic knowledge and skills as the route to decode words. <i>I can use letter sounds to work out and read new words.</i></p>	<p>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 he/she can read independently. <i>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</i></p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. <i>I can listen to and talk about a wide range of poems, stories and non-fiction.</i></p>
<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. <i>I can say quickly the sound of all the letters and letter groups.</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences. <i>I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.</i></p>	<p>Discuss the significance of the title and events. <i>I can join in a talk about the title and what happens in a book.</i></p>
<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. <i>I can read new words correctly by blending the letter and letter group sounds I have been taught.</i></p>	<p>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. <i>I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</i></p>	<p>Recite some poems and rhymes by heart. <i>I can recite some poems and rhymes by heart.</i></p>
<p>Read many common exception words from English Appendix 1. <i>I can read many common exception words.</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. <i>I can join in with words when I can guess what is coming next.</i></p>	<p>Say out loud what he/she is going to write about. <i>I can say out loud what I am going to write about.</i></p>
<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. <i>I can read words made up of the letter sounds I know and which have the endings -s, -es, -ing, -ed, -er and -est.</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. <i>I can enjoy and understand rhymes and poems, and can recite some by heart.</i></p>	<p>Compose a sentence orally before writing it. <i>I can speak a sentence before writing it.</i></p>
<p>Read other words of more than one syllable that contain taught GPCs. <i>I can read words of more than one syllable using sounds that I have been taught.</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. <i>I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.</i></p>	<p>Read aloud his/her writing clearly enough to be heard by the group and the teacher. <i>I can read aloud my writing clearly enough to be heard by the group and the teacher.</i></p>
<p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). <i>I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.</i></p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. <i>I can use what I have already read or heard, or information a teacher</i></p>	<p>Use the language of time (including telling the time throughout the day first using o'clock and then half past). <i>I can use words about the time (including telling the time using o'clock and half past).</i></p>

	<i>has given me, to help me understand what I am reading.</i>	
<p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.</p> <p><i>I can read many words quickly and accurately without needing to sound and blend words I have seen before.</i></p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.</p> <p><i>I can usually spot if a word has been read wrongly by following the sense of the text.</i></p>	<p>Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.</p> <p><i>I can discuss and solve problems in familiar practical contexts, including using quantities.</i></p>
<p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p><i>I can read aloud books that use letters and letter groups I have been taught.</i></p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p><i>I can talk about the title and events in books I have read or heard.</i></p>	
<p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p><i>I can use the sounds I know to re-read books more fluently and with more confidence.</i></p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p><i>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</i></p>	
	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p><i>I can say what might happen next in a story.</i></p>	
	<p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p><i>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</i></p>	
	<p>Explain clearly his/her understanding of what is read to him/her.</p> <p><i>I can explain clearly my understanding of texts which have been read to me.</i></p>	