



## **Year 1 End of Year Reading Expectations**

### **Working at the Expected Standard (EXP):**


*Pupil(s) are confidently and independently able to apply their knowledge:*

#### **Word Reading**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (*letters or groups of letters*) for all 40+ phonemes (*distinct units of sound*), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs (*the relationship between sounds and the letters which represent those sounds*) 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 (*the relationship between sounds and the letters which represent those sounds*).
- Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.
- Re-read phonically decodable books to build up fluency and confidence in word reading.

#### **Comprehension**

- 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.
- 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
- 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.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.
  - Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - Participate in discussion about what is read to him/her, taking turns and listening to what others say.
  - Explain clearly his/her understanding of what is read to him/her.
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