

Year 1 Reading	Word Reading	Comprehension
Emerging	Apply growing phonic knowledge to decode some words.	Listen to and talk about some poems and stories read to them.
	Respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds.	Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics.
	Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught.	Link what they read to their own experiences.
	Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me.	Recognise and join in with some predictable phrases in stories and poem, usually in a group.
	Read some words with the following endings: -s, -es, -ing, -ed, and -est.	Enjoy some rhymes and poems; join in with others to recite some by heart.
	Read familiar words with more than one syllable which contain known GPCs.	Talk about new words and what they mean.
	Begin to recognise and read contractions e.g. I'm, I'll, can't.	Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. Talk about the information they are finding out.
	Read phonically-decodable books which match their developing phonic knowledge.	Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance.
		Say what the title means and how it relates to the events.
		Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does.
Expected		With help, begin to make predictions about what might happen next.
	Read a growing number of pseudo (alien) words, beginning with CVC words.	Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments.
		Provide a simple explanation of an aspect of what is happening in a text.
	Apply phonic knowledge to decode words.	Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
	Read accurately by blending sounds in unfamiliar words containing GPCs taught.	Link what they read to their own experiences.
	Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Recognise and join in with predictable phrases in poems and stories.
	Read words with the endings -s, -es, -ing, -ed and -est.	Appreciate some rhymes and poems; recite some by heart.
	Read words of more than one syllable which contain GPCs known.	Discuss the meanings of new words, linking them to words already known.
	Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.	Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
Exceeding	Read some phonically-decodable books, closely matched to phonic knowledge.	Check that texts make sense when reading; self-correct and re-read inaccurate reading.
	Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.	Talk about the significance of the title and events.
		Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
		Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
		Participate in discussion about what is read to them, taking turns and listening to others.
		Explain clearly their understanding of what is read to them.
	Apply phonic knowledge confidently and accurately to decode appropriate words.	Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions.
	Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing.
	Confidently blend sounds where appropriate, in unfamiliar words.	Link what they read to their own experiences.
	Read the full range of common exception words for YR 1 (Spelling appendix 1).	Join in automatically with predictable phrases in poems and stories.
	Read words with a range of suffixes, including -s, -es, -ing, -ed and -est.	Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.
	Independently read words of more than one syllable, appropriate to age-related texts.	Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.
	Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.	Understand and explain how the title relates to the events or information within the text.
	Read pseudo (alien) words with accuracy and fluency.	Make inferences with confidence, on the basis of what is said and done.
		Make credible predictions on the basis of what has been read so far.
		Make useful contributions in discussion about what is read to them, responding to what others say.
		Explain clearly their understanding of what is read to them.