

 Year One			
Word reading	Match all 40+ graphemes to their phonemes.		
	Blend sounds in unfamiliar words.		
	Divide words into syllables.		
	Read compound words.		
	Read words with contractions and understand that the apostrophe represents the missing letters.		
	Read phonetically decodable words.		
	Read words that end with 's, -ing, -ed, -est		
	Read words which start with un-.		
	Add -ing, -ed and -er to verbs. (<i>Where no change is needed to the root word</i>)		
	Read words of more than one syllable that contain taught GPCs.		
	Comprehension	Say what I like and do not like about a text.	
Link what I have heard or read to my own experiences.			
Retell key stories orally using narrative language.			
Talk about the main characters within a well known story.			
Learn some poems and rhymes by heart.			
Use what I already know to understand texts.			
Check that my reading makes sense and go back to correct myself when it doesn't.			
Draw inferences from the text and/or the illustrations. (Beginning)			
Make predictions about the events in the text.			

	Explain what I think a text is about.		
Exceeding Year One expectations	Read accurately and confidently words of 2 or more syllables.		
	Talk about my favourite authors or genre of books.		
	Predict what happens next in familiar stories.		
	Happy to read aloud in front of others.		
	Tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.		
	Read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.		
	Aware of mistakes made when my reading does not make sense.		
	Re-read a passage if I'm unhappy with my own comprehension.		
	Have a growing awareness of how non-fiction texts are organised.		
	Use illustrations as an important feature in helping me to read.		