

1	Read	Retrieve	Explore and Analyse	Deduce and Infer			
End of year expectations							
	<ul style="list-style-type: none"> 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, including, where applicable, alternative sounds for graphemes Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words containing taught GPCs and s, es, ing, ed, er and est endings Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events explain clearly their understanding of what is read to them Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known Learning to appreciate rhymes and poems, and to recite some by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Being encouraged to link what they read or hear read to their own experiences listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Link what is read or listened to with own experiences Participate in discussion about what is read to them, taking turns and listening to what others say 			
6.3 Mastering	I can read with increasing fluency, increasing my phonics knowledge	6.3 Mastering	I can confidently answer questions about what I have read and begin to speculate about the purpose of the writing	6.3 Mastering	I collect and attempt to use new vocabulary taken from my reading.	6.3 Mastering	I can confidently express opinions about what I have read.
6-2	<ul style="list-style-type: none"> I can use phonic knowledge to blend sounds together to read words, including long phonemes. I understand or can decode with my phonic knowledge. I can read the common exception words I can read accurately words containing GPCs that have been taught 	6-2	<ul style="list-style-type: none"> I can answer straight forward questions about a story – using what I already know. I can recognize when reading does not make sense and I attempt to self-correct. I can identify the main events or key points in a text 	6-2	<ul style="list-style-type: none"> I can discuss what new words mean, linking new meanings to those I already know I can appreciate rhymes and poems and perform some by heart I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	6-2	<ul style="list-style-type: none"> I can recognise why a character is feeling a certain way I can express opinions about main events and characters in a story I can make simple predictions about the characters I can link what I read or hear to my own experiences, with support I can participate in discussion about what is read to me, taking turns and listening to what others say
6-1	<ul style="list-style-type: none"> I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est) I am starting to notice contractions and understand them I can read appropriate books accurately 	6-1	<ul style="list-style-type: none"> I can recognise obvious story language- 'Once upon a time... Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction 	6-1		6-1	
5-2		5-2		5-2		5-2	
5-1	<ul style="list-style-type: none"> I can use my phonic knowledge to sound digraphs, trigraphs and split digraphs I can sound out graphemes (letters or groups of letters) for all 40+ phonemes I can read GPCs within known words with increasing accuracy I can recognise familiar words (HFW) in simple texts 	5-1	<ul style="list-style-type: none"> I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? I can recognise the difference between fiction and non-fiction I understand the familiar structure in certain stories and I can join in with repeated language 	5-1	<ul style="list-style-type: none"> I can use my reading experience to support reading of unfamiliar words I can guess what new words mean, using clues from my teacher I understand rhyming words and how they can be used in poems I know a few traditional tales very well and I know the key characteristics 	5-1	<ul style="list-style-type: none"> I understand how the characters have an impact on the main events in a story I know the general structure of the texts I am reading and can make a prediction based on these I understand the feelings of the main characters within a story
4-2		4-2		4-2		4-2	
4-1	<ul style="list-style-type: none"> I can read books independently using my phonic knowledge I can use picture clues to help in reading simple texts I can sound out most phonemes and I am able to identify common digraphs I can blend simple CVC, CVCC words I am learning new GPCs I can read most HFW from EYFS 	4-1	<ul style="list-style-type: none"> I know a few familiar stories and I can recall some events. I can use pictures and texts to identify meaning I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb... I can join in with group reading of familiar stories 	4-1	<ul style="list-style-type: none"> I can ask what unfamiliar words mean and remember them the next time I come across them I recognise what a poem is and understand some words rhyme I am familiar with some traditional tales and I know some of the features 	4-1	<ul style="list-style-type: none"> I can say what I like about a story I can use stories I have already read to support my predictions I can understand what the main characters are doing

- Re-read books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading.