



	Word Reading Applies phonic knowledge to decode word	Comprehension Reading age-appropriate texts
Beginning +	• reads simple sentences • responds with the correct sounds to known graphemes • blends sounds aloud when attempting to read new words • re-reads books to develop confidence • uses picture clues to help when reading simple texts	• listens to poems, stories and non-fiction making links to own experiences • demonstrates understanding when talking with others about what they have read • retells key stories, fairy stories and traditional tales through role play • answers questions about stories read • identifies features of books, e.g. title etc. • recognises predictable phrases • listens to simple rhymes and poems and joins in with others when reciting them
Developing +	• reads simple sentences with some fluency • responds speedily with the correct sound to known graphemes • applies phonic knowledge to decode words • blends sounds in unfamiliar words containing known GPC, when reading • reads known CEW • begins to read words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings • reads words of more than one syllable that contain known GPCs on occasions • begins to read words with contractions • re-reads books to develop confidence and fluency • uses pictures to read and understand the text	• listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them • talks about books, using own knowledge and information provided by the teacher • retells key stories, fairy stories and traditional tales orally in simple sentences • joins in with predictable phrases • begins to make simple inferences (from pictures, objects, stories) • talks about the meaning of unfamiliar words • learns to appreciate simple rhymes and recites these by heart • begins to distinguish between fact and fiction • notices when reading does not make sense • shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher
Secure	• reads aloud books that are consistent with developing phonic knowledge • responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes • reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings • reads words of more than one syllable that contain known GPCs • reads words with contractions • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning • re-reads books to develop confidence, fluency and expression	• listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently • links what they hear or read to their own experiences • retells stories they have read, heard and discussed using appropriate vocabulary • talks about what is read to them, taking turns and listening to others. Expresses opinions based on these • explains understanding of what they have read • talks about particular characteristics of different types of stories • talks about the significance of the title and events • makes inferences on the basis of what is read • makes simple predictions • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words • retells, using significant events and main points in sequence • reads checking texts make sense and correcting inaccurate reading

Mastery at Year 1

Exhibits skills with confidence and independence