

1	Read	Retrieve	Explore and Analyse	Deduce and Infer			
	End of year expectations						
	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read words containing taught GPCs and <b>s</b>, <b>es</b>, <b>ing</b>, <b>ed</b>, <b>er</b> and <b>est</b> endings</li> <li>Read words with contractions [for example, <b>I'm</b>, <b>I'll</b>, <b>we'll</b>], and understand that the apostrophe represents the omitted letter(s)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Discussing the significance of the title and events</li> <li>explain clearly their understanding of what is read to them</li> <li>Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> <li>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</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>Link what is read or listened to with own experiences</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>			
1GD	I can read with increasing fluency, increasing my phonics knowledge	1GD	I can confidently answer questions about what I have read and begin to speculate about the purpose of the writing	1GD	I collect and attempt to use new vocabulary taken from my reading.	1GD	I can confidently express opinions about what I have read.
1.6	<ul style="list-style-type: none"> <li>I can use phonic knowledge to blend sounds together to read words, including long phonemes.</li> <li>I understand or can decode with my phonic knowledge.</li> <li>I can read the common exception words</li> <li>I can read accurately words containing GPCs that have been taught</li> </ul>	1.6	<ul style="list-style-type: none"> <li>I can answer straight forward questions about a story – using what I already know.</li> <li>I can recognize when reading does not make sense and I attempt to self-correct.</li> <li>I can identify the main events or key points in a text</li> </ul>	1.6	<ul style="list-style-type: none"> <li>I can discuss what new words mean, linking new meanings to those I already know</li> <li>I can appreciate rhymes and poems and perform some by heart</li> </ul>	1.6	<ul style="list-style-type: none"> <li>I can recognise why a character is feeling a certain way</li> <li>I can express opinions about main events and characters in a story</li> </ul>
1.5	<ul style="list-style-type: none"> <li>I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est)</li> <li>I am starting to notice contractions and understand them</li> <li>I can read appropriate books accurately</li> </ul>	1.5	<ul style="list-style-type: none"> <li>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</li> </ul>	1.5	<ul style="list-style-type: none"> <li>I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	1.5	<ul style="list-style-type: none"> <li>I can make simple predictions about the characters</li> <li>I can link what I read or hear to my own experiences, with support</li> <li>I can participate in discussion about what is read to me, taking turns and listening to what others say</li> </ul>
1.4	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to sound digraphs, trigraphs and split digraphs</li> <li>I can sound out graphemes (letters or groups of letters) for all 40+ phonemes</li> <li>I can read GPCs within known words with increasing accuracy</li> <li>I can recognise familiar words (HFW) in simple texts</li> </ul>	1.4	<ul style="list-style-type: none"> <li>I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end</li> <li>I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters?</li> <li>I can recognise the difference between fiction and non-fiction</li> <li>I understand the familiar structure in certain stories and I can join in with repeated language</li> </ul>	1.4	<ul style="list-style-type: none"> <li>I can use my reading experience to support reading of unfamiliar words</li> <li>I can guess what new words mean, using clues from my teacher</li> <li>I understand rhyming words and how they can be used in poems</li> <li>I know a few traditional tales very well and I know the key characteristics</li> </ul>	1.4	<ul style="list-style-type: none"> <li>I understand how the characters have an impact on the main events in a story</li> <li>I know the general structure of the texts I am reading and can make a prediction based on these</li> <li>I understand the feelings of the main characters within a story</li> </ul>
1.3	<ul style="list-style-type: none"> <li>I can read books independently using my phonic knowledge</li> <li>I can use picture clues to help in reading simple texts</li> <li>I can sound out most phonemes and I am able to identify common digraphs</li> <li>I can blend simple CVC, CVCC words</li> <li>I am learning new GPCs</li> <li>I can read most HFW from EYFS</li> </ul>	1.3	<ul style="list-style-type: none"> <li>I know a few familiar stories and I can recall some events.</li> <li>I can use pictures and texts to identify meaning</li> <li>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</li> <li>I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...</li> <li>I can join in with group reading of familiar stories</li> </ul>	1.3	<ul style="list-style-type: none"> <li>I can ask what unfamiliar words mean and remember them the next time I come across them</li> <li>I recognise what a poem is and understand some words rhyme</li> <li>I am familiar with some traditional tales and I know some of the features</li> </ul>	1.3	<ul style="list-style-type: none"> <li>I can say what I like about a story</li> <li>I can use stories I have already read to support my predictions</li> <li>I can understand what the main characters are doing</li> </ul>
1.2	<ul style="list-style-type: none"> <li>I can read books independently using my phonic knowledge</li> <li>I can use picture clues to help in reading simple texts</li> <li>I can sound out most phonemes and I am able to identify common digraphs</li> <li>I can blend simple CVC, CVCC words</li> <li>I am learning new GPCs</li> <li>I can read most HFW from EYFS</li> </ul>	1.2	<ul style="list-style-type: none"> <li>I know a few familiar stories and I can recall some events.</li> <li>I can use pictures and texts to identify meaning</li> <li>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</li> <li>I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...</li> <li>I can join in with group reading of familiar stories</li> </ul>	1.2	<ul style="list-style-type: none"> <li>I can ask what unfamiliar words mean and remember them the next time I come across them</li> <li>I recognise what a poem is and understand some words rhyme</li> <li>I am familiar with some traditional tales and I know some of the features</li> </ul>	1.2	<ul style="list-style-type: none"> <li>I can say what I like about a story</li> <li>I can use stories I have already read to support my predictions</li> <li>I can understand what the main characters are doing</li> </ul>
1.1	<ul style="list-style-type: none"> <li>I can read books independently using my phonic knowledge</li> <li>I can use picture clues to help in reading simple texts</li> <li>I can sound out most phonemes and I am able to identify common digraphs</li> <li>I can blend simple CVC, CVCC words</li> <li>I am learning new GPCs</li> <li>I can read most HFW from EYFS</li> </ul>	1.1	<ul style="list-style-type: none"> <li>I know a few familiar stories and I can recall some events.</li> <li>I can use pictures and texts to identify meaning</li> <li>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</li> <li>I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...</li> <li>I can join in with group reading of familiar stories</li> </ul>	1.1	<ul style="list-style-type: none"> <li>I can ask what unfamiliar words mean and remember them the next time I come across them</li> <li>I recognise what a poem is and understand some words rhyme</li> <li>I am familiar with some traditional tales and I know some of the features</li> </ul>	1.1	<ul style="list-style-type: none"> <li>I can say what I like about a story</li> <li>I can use stories I have already read to support my predictions</li> <li>I can understand what the main characters are doing</li> </ul>

- 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.