Revised Year 1 Reading statements 2017-18

Word reading
Can match all 40+ graphemes to their phonemes (phase 3)
Can match all 40+ graphemes to their phonemes (phase 5)
Can read most of the Y1 high frequency words lists including common exception words.
Can use my phonetic knowledge to attempt unfamiliar words with confidence.
Recognises familiar words (e.g. Reception HFW) on sight
Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)
Read words with more than one syllable by dividing the words into syllables e.g. pocket, rabbit, carrot, thunder, sunset
Read compound words e.g. football, playground, farmyard
Can use knowledge of letters, sounds and words to establish meaning when reading aloud.
Can listen attentively to stories at an appropriate interest level.
Can read aloud and is beginning to use expression to show awareness of punctuation (. at this stage)
Check that the text makes sense to them as they read and corrects inaccurate reading.

Range
Can choose and talk about a book from a selection
Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts).

Comprehension – 1a draw on knowledge of vocabulary to understand texts
To be seen in conjunction with ongoing word reading skills.
Can talk about likes / dislikes of stories and information texts. 1a
Can participate in discussion, take turns, listen to others' ideas about a text (at a level beyond that at which they can read independently) and talk about their responses 1a
Can discuss word meanings 1a

Comprehension -1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
With support, can find information to help answer simple, literal questions, in texts at an appropriate level.1b
Can explain clearly their understanding of what is read (to them).1b
Can use pictures (unprompted) and texts (context and vocab) to identify meaning. 1b
Can express opinions about main events and characters in stories (e.g. good and bad characters) 1b

Comprehension – 1c identify and explain the sequence of events in texts
Can sometimes talk about the main points or key events in a simple text 1c
Can retell some known stories, including significant events / main idea in sequence. 1c

Comprehension – 1d make inferences from the text
Can make inferences on the basis of what is being said and done. 1d
Can discuss word meanings 1a/1d

Comprehension – 1e predict what might happen on the basis of what has been read so far
Is beginning to make predictions based on titles, text, blurb and/or pictures. 1e
Can make plausible predictions about characters, using knowledge of the story, own experiences etc.1e
Can discuss the significance of the title and events.1e
Can make some basic links with what they have read to their own experiences.1e
Can draw on what they already know or on background information and vocab (provided by the teacher). 1e

Oral retelling and performance
Can recognise and join in with predictable phrases.
Learn some poems and rhymes by heart.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/ 30	/ 30	/ 30	/ 30	/ 30	/ 30