

Year 1			
	Working Towards	Secure	Greater Depth
Word Reading	<p>Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Uses phonic knowledge to decode regular words and attempts to read some common irregular words.</p> <p>Reads and understands simple sentences</p>	<p>Responds speedily with the correct sound to graphemes for all 40+ phonemes,</p> <p>Reads 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; blends sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develops fluency through re-reading books.</p> <p>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Reads words with contractions</p>	<p>Reads other words of more than one syllable that contain beyond taught GPCs.</p> <p>Is working on the Y2 programme of study for word reading.</p> <p>Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words</p> <p>Reads aloud more complex books, including those beyond their chronological age.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comprehension</p>	<p>Is able to say what they like or dislike about a book.</p> <p>Demonstrates understanding of what is read to them.</p> <p>Recognises and joins in with predictable phrases and is able to retell key points in a simple story.</p> <p>Understands both the books they can already read and those they listen to - may demonstrate this through role-play.</p> <p>Checking, with prompting, that text makes sense to them and can self- correct with support.</p> <p>Begins to understand the difference between fiction and non-fiction.</p> <p>Begins to participate in discussions about books.</p> <p>Is beginning to answer 'how' and 'why' questions based on one point in a text they have read.</p> <p>Can make simple inferences about a text based on what is said and done.</p>	<p>Able to retell familiar stories which have been read to them and discussed with them.</p> <p>Can recite some simple poems by heart.</p> <p>Discusses word meanings, linking new meanings to those already known.</p> <p>Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and self-correct.</p> <p>Explain a prediction about what might happen next in a book based on personal opinions and experience.</p> <p>Link events in a book in order to answer questions about why or how events take place.</p> <p>Is able to discuss the significance of titles and events.</p> <p>Understands the difference between fiction and non-fiction.</p> <p>Participates in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Is able to express preferences about a book.</p> <p>Is beginning to develop some favourite authors, poems or genres.</p> <p>Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Participates in discussions about books they have listened to or read making inferences about reasons for events.</p> <p>Is able to find information in a non-fiction book.</p> <p>Can recite simple poems by heart beginning to use expression and intonation. .</p>
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