

Age-related expectations: Year One

Reading



	Statutory Requirements
Range of Texts	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>
Making Inferences	<p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p>
Comprehension	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them and what they have read.</p>
Language and Effect	<p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p>
Word Reading	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>

