

Year 1	Step 4	Step 5
<p>- Re-read books to build up their fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the Grapheme-Phoneme Correspondences (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.</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>- Explore the meaning of words and develop vocabulary knowledge when decoding real words</p>		
<p>Word Reading</p>	<ul style="list-style-type: none"> - I can sound out most phonemes and I am able to identify common digraphs. - I am beginning to blend simple CVC, CVCC words. - I am learning new GPCs. - I can read most Common Exception Words (CEW) from EYFS. 	<ul style="list-style-type: none"> - I can use my phonic knowledge to sound out digraphs and split digraphs. - I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. - I can read GPCs within known words with increasing accuracy. - I can recognise familiar words (CEW) in simple texts.
<p>Range of texts</p> <p>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</p> <p>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>- Develop pleasure in reading, motivation to read, vocabulary and understanding</p>		
<p>Comprehension</p>	<ul style="list-style-type: none"> - I know a few familiar stories and I can recall some events. - I can use pictures and texts to identify meaning. - 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. - I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb... - I can join in with group reading of familiar stories. - I can ask what unfamiliar words mean and remember them the next time I come across them. - I recognise what a poem is and understand some sounds rhyme. - I am familiar with some traditional tales and I know some of the features - I can say what I like about a story. 	<ul style="list-style-type: none"> - I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? - I can recognise the difference between fiction and non-fiction. - I understand the familiar structure in certain stories and I can join in with repeated language - I can use my knowledge of texts to support reading of unfamiliar words. - I can guess what new words mean, using clues from my teacher. - I understand rhyming words and how they can be used in poems. - I know a few traditional tales very well and I know the key characteristics.
<p>Making Inferences</p>	<ul style="list-style-type: none"> - I can use stories I have already read to support my predictions. - I can understand what the main characters are doing. 	<ul style="list-style-type: none"> - I am beginning to understand how the characters have an impact on the main events in a story. - I know the general structure of the texts I am reading and can make a prediction based on these. - I understand the feelings of the main characters within a story.

Year 1	Step 5	Step 6
<p>- Re-read books to build up their fluency and confidence in word reading.</p> <p>- 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.</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>- Explore the meaning of words and develop vocabulary knowledge when decoding real words</p>		
<p>Word Reading</p>	<ul style="list-style-type: none"> - I can use my phonic knowledge to sound out digraphs and split digraphs. - I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. - I can read GPCs within known words with increasing accuracy. - I can recognise familiar words (CEW) in simple texts. 	<ul style="list-style-type: none"> - I can use phonic knowledge to blend sounds together to read words, including long phonemes. - I can read words without overt sounding and blending after a few encounters - I can read the common exception words* - I can read accurately words containing GPCs that have been taught. - I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). - I am beginning to spot errors in decoding and attempt to self-correct - I am starting notice contractions and am beginning to understand them. - I am starting to be aware of, and use, alternative sounds for graphemes <p>* these will vary according to the phonics programme being used in school</p>
<p>Range of texts</p> <p>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</p> <p>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>- Develop pleasure in reading, motivation to read, vocabulary and understanding.</p>		
<p>Comprehension</p>	<ul style="list-style-type: none"> - I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? - I can recognise the difference between fiction and non-fiction. - I understand the familiar structure in certain stories and I can join in with repeated language - I can use my knowledge of texts to support reading of unfamiliar words. - I can guess what new words mean, using clues from my teacher. - I understand rhyming words and how they can be used in poems. 	<ul style="list-style-type: none"> - I can identify the main events or key points in a text. - I can answer straight forward questions about a story. - I can recognise the difference between fiction and non-fiction. - 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. - I can explain clearly my understanding of what is read to me - I can recognise repetition of language in my reading. - I can discuss what new words mean, linking new meanings to those I already know.

	<ul style="list-style-type: none"> - I know a few traditional tales very well and I know the key characteristics. 	<ul style="list-style-type: none"> - I can appreciate rhymes and poem and recite some by heart. - I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - I can participate in discussion about what is read to me, taking turns and listening to what others say.
<p>Making Inferences</p>	<ul style="list-style-type: none"> - I am beginning to understand how the characters have an impact on the main events in a story. - I know the general structure of the texts I am reading and can make a prediction based on these. - I understand the feelings of the main characters within a story. 	<ul style="list-style-type: none"> - I can express opinions about main events and characters in a story. - I can make simple predictions about the characters. - I can recognise why a character is feeling a certain way. - I can link what I read or hear to my own experiences, with support.