

Year One Reading

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Word Reading	<p>1. I can say the correct sound for the graphemes I have been taught (Letters and Sounds Phase 3)</p> <p>2. I can quickly segment and blend CVC, CCVC and CVCC words.</p> <p>3. I am using my phonic knowledge to read simple sentences and I know to pause at a full stop.</p> <p>4. I can read 40 of the reception words and 30 of the year one/two high frequency words by sight.</p> <p>5. I can read words with the suffixes: -ing and -ed</p> <p>6. I can read familiar words with more than one syllable.</p> <p>7. I can recognise and read simple contractions: I'm, can't</p> <p>8. I can read 'alien' words beginning with CVC words.</p> <p>9. I am on the red book band.</p>	<p>19. I know the correct sound for the graphemes I have been taught, including some alternative sounds. (Phase 4)</p> <p>20. I can segment and blend sounds to decode unfamiliar words.</p> <p>21. I am using my phonic knowledge to read phonic books aloud. I notice when the text does not make sense.</p> <p>22. I can read 45 of the year one/two high frequency words.</p> <p>23. I can read words with the suffixes: -s, -es and -est</p> <p>24. I can chunk unfamiliar words to help me read them.</p> <p>25. I can read contractions (we'll) and I know that the apostrophe is used for a missing letter.</p> <p>26. I can read a number of 'alien' words alternative sounds.</p> <p>27. I am on the green book band.</p>	<p>37. I know the correct sound to graphemes for all 40+ phonemes, including alternative sounds. (Phase 5)</p> <p>38. I can read accurately and blend sounds in unfamiliar words when necessary.</p> <p>39. I can read aloud books closely matched to my phonic skills. I self-correct when necessary and read with fluency.</p> <p>40. I can read 75 of the high frequency words for year one/two.</p> <p>41. I can read words with the suffixes: -s, -es, -ing, -ed, -er and -est</p> <p>42. I can read words with more than one syllable.</p> <p>43. I can read contractions automatically and explain what it means when it is not shortened.</p> <p>44. I can read alien words with accuracy, including alternative sounds.</p> <p>45. I am on the turquoise book band.</p>	<p><i>I have all of the expected strands and I am embedding these skills in all subjects.</i></p>

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Comprehension	10. I can talk about things that have happened to me linked to a book/poem which has been read to me.	28. I can make links to my experiences based on what I have read and what has been read to me.	46. I can make links to my experiences based on what I have read and what has been read to me (beyond what I can read myself) across a variety of genres.	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>
	11. I can retell some familiar stories and traditional tales.	29. I understand the pattern and events in familiar and traditional stories.	47. I am familiar with key stories, fairy stories and traditional tales and I can retell them accurately.	
	12. I can hear and say rhyming words.	30. I can find rhyming words.	48. I can join in with predictable phrase and recite some rhymes and poems by heart.	
	13. I ask an adult about words I do not understand.	31. I can talk about new words and what I think they mean.	49. I discuss the meaning of new words, linking them to words I already know.	
	14. I can read some question words (who, what, why, where, when, which).	32. I can read the question words correctly.	50. I am beginning to understand the difference between the question words.	
	15. I can talk about characters in familiar stories.	33. I can use the pictures to tell me about characters and events in a text.	51. I infer on the basis of what a character says or does e.g. Jack is scared of the giant because he hides from him.	
	16. I can offer some ideas for story endings.	34. I have begun to make predictions about what I am reading.	52. I can predict what might happen based on what I have read so far.	
	17. I can recall parts of a familiar text.	35. I can explain what has happened in a text.	53. I can explain clearly what has been read to me.	
18. I can sort books into fiction and non-fiction.	36. I am becoming aware of the difference between fiction and non-fiction texts.	54. I can explore non-fiction texts and use what I already know to help my understanding.		