

End of Year 1 Reading Objectives

Reading - Comprehension			
Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
	Discuss events.	With support, main events or key points are understood in a text that is read accurately or listened to. With the support of a teacher, a simple story is sequenced and the significance of the title and events is discussed.	Generally, pleasure in reading is developed by discussing the sequence of events in books and how items of information are related. With prompts, the story is retold from the text and illustrations
	Predict events.	With prompts, predictions are made as to what might happen, in both books that are read accurately and those that are listened to, on the basis of what has been read so far.	Generally, predictions are made as to what might happen, in both books that are read accurately and those that are listened to, on the basis of what has been read so far.
	Join in with stories or poems.	With support, familiar or predictable phrases in stories or poems are recognised and there is participation.	Generally, there is participation in stories or poems. This involves keeping pace, taking note of punctuation and using it to keep track of longer sentences.
	Check that reading makes sense and self-correct.	With the support of a teacher, checks are made that the text makes sense while reading, and inaccurate reading is corrected.	Generally, checks are made that the text makes sense while reading, and inaccurate reading is corrected. Generally checks are made that the word(s) that have been decoded fit with what else has been read and make sense in the context of what is already known.
	Draw inferences from reading such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	With support, simple inferences are made about characters, based on what is said or done in books that are read accurately and those that are listened to.	Generally, simple inferences are made about characters, based on what is said or done in books that are read accurately and those that are listened to. For example, there is understanding of simple cause and effect and what may have prompted a character's behaviour in a story.
	Ask and answer questions about texts.	With the support of a teacher, specific information is located in response to a simple question. With support, simple questions are asked about the text.	Generally, specific information is located in response to a simple question in books that are read accurately and those that are listened to. Straightforward questions can be answered and asked about a text.

	Discuss favourite words and phrases.	With support, responses to and discussions of a text are beginning to be supported by identifying words/phrases that are liked.	Generally, favourite words and phrases in a text are identified and discussed, for example, language choices, such as rhyme or alliteration, or 'sparkling' as a good word choice.
	Listen to and discuss a wide range of texts.	With support, a wide range of poems, stories and non-fiction is listened to and discussed. This includes texts at a level beyond those that can be read independently.	A wide range of poetry, stories and non-fiction is listened to and discussed, and views are expressed. This includes texts at a level beyond those that can be read independently. Turns are taken and what others say is listened to. There is some awareness that writers write for particular purposes
	Recognise and join in with (including role-play) recurring language.	With support, there is recognition of and participation in recurring language and predictable phrases in stories and poetry. During role play, recurring language and/or familiar story language, such as 'Once upon a time...', 'Not now, Bernard', begins to be tried out.	Generally, there is recognition of and participation in recurring language in stories and poetry. During role play, recurring language and/or familiar story language, such as 'Once upon a time...', 'Not now, Bernard', are tried out. Expression, volume and action begin to be used in order to show an understanding of performance.
	Explain and discuss understanding of texts.	With support, a text that has been listened to can be explained and discussion of an understanding of it begins to take place	Generally, an understanding of books, poems and other material is explained and discussed. This includes texts that are listened to and those that are read independently.
	Discuss the significance of the title and events.	With support, there is discussion of the title, blurb and illustrations, and there is the beginnings of an understanding of their purpose. Simple questions or predictions based on the title, blurb or illustrations begin to be generated.	Generally, the title, blurb and illustrations are located and discussed and there is an understanding of their purpose. The title, blurb and illustrations begin to be used to help make informed choices, for example, to choose a book that will help during research.

Reading – Word Reading

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To read words accurately	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	There is a speedy response with the correct sound to graphemes (letters or groups of letters) for phase 2 and phase 3 phonemes.	There is a speedy response with the correct sound to graphemes (letters or groups of letters) for all phase 2, 3 and 5 phonemes. Alternative sounds for graphemes begin to be included
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Sounds begin to be blended in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVce) containing GPCs that have been taught.	Sounds are blended accurately in unfamiliar words containing GPCs that have been taught.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Common words begin to be read, and unusual correspondences between spelling and sound and where these occur in the word are noted.	Generally, common words, including the first 100 high frequency words, are read and unusual correspondences between spelling and sound and where these occur in a word are noted
	Read words containing common suffixes.	Words containing common suffixes, including -s, -es, -ing, -ed, -er and -est endings, are read.	Words containing common suffixes, including -s, ---es, -ing, -ed, -er , -est , ful, -ly, -ment, -ness, -y and -tion endings, are generally read.
	Read other words of more than one syllable that contain taught GPCs.	With support, phonically decodable words of more than one syllable are read.	Generally, phonically decodable words of more than one syllable are read with accuracy and fluency.
	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	Common contractions (for example, I'll, I'm, we'll) begin to be read. There is the beginning of an understanding that the apostrophe represents the omitted letter(s).	Generally most contractions are read accurately and there is understanding that the apostrophe represents the omitted letter(s).
	Re-read books to build up fluency and confidence in word reading.	With support, books are re-read with some fluency, pace, phrasing and expression. Confidence is shown in word reading.	Books are re-read smoothly, with fluency, pace, phrasing and expression
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Most words are beginning to be read quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Most words are generally read quickly and accurately, without overt sounding and blending, when they have been frequently encountered

