






























## End of Year 1 National Reading Expectations

<b>Reading</b>
<b>Word reading</b>
1. I can apply phonic knowledge and skills as the route to decode words.
2. I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
3. I can read accurately by blending sounds in unfamiliar words containing clusters of letters that make a sound (graphical phoneme) that have been taught.
4. I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
5. I can read words containing taught clusters of letters that make a sound (graphical phoneme) and -s, -es, -ing, -ed, -er and -est endings.
6. I can read other words of more than one syllable that contain taught clusters of letters that make a sound (graphical phoneme).
7. I can read words with contractions (e.g., I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
8. I can read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words.
9. I can re-read these books to build up their fluency and confidence in word reading.
<b>Comprehension</b>
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>
10. I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.
11. I can be encouraged to link what I read or hear read to my own personal experiences.
12. I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
13. I can recognise and join in with predictable phrases.
14. I am learning to appreciate rhymes and poems, and able to recite some by heart.
15. I can discuss word meanings, linking new meanings to those already known.
<i>Understand both the books I can already read accurately and fluently and those I listen to by:</i>
16. I can draw on what I already know or on background information and vocabulary provided by the teacher.
17. I can check that the text makes sense to me as I read and correct inaccurate reading.
18. I can discuss the significance of the title and events.
19. I can make inferences on the basis of what is being said and done.
20. I can predict what might happen on the basis of what has been said so far.
21. I can participate in discussion about what is read to me, taking turns and listening to what others say.
22. I can explain clearly my understanding of what is read to me.

# Phonetic sounds to read and write in Year 1

YEAR	YEAR 1														
PHASE	5														
SET	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
PHONEME	wh ph	ay a-e eigh ey ei (long a)	ea e-e ie ey y (long e)	ie i-e y i (long i)	ow o-e o oe (long o)	ew ue u-e (long u) u oul (short oo)	aw au al our	ir er ear	ou oy	eer ere are ear	k ck ch	ce c sc st se	ge g dge	le mb kn gn wr	tch sh al- ternatives ea (w) a o
FICTION	2 readers 	2 readers 	2 readers 	2 readers 	2 readers 	2 readers 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 
NON-FICTION	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 	1 reader 