

## Year One English - reading and comprehension

Reading assessment evidence in Y1 should focus on: frequent experience of key stories, poems, fairy stories, non-fiction, traditional tales, opportunities for role-play and multi-modal texts. Children should be provided with: opportunities to develop a love of reading. They will have rigorous and regular phonics teaching, be taught to sound out and blend unfamiliar words quickly and accurately, to learn common exception words, to acquire strategies for reading words without overt sounding out and blending, to hear and share a wide range of quality books with adults and each other, to broaden vocabulary and to develop comprehension through listening and high quality discussion with the teacher.

						NOTES
READING - WORD LEVEL						
respond speedily with the correct sound to						
graphemes (letters or groups of letters) for all 40+						
<mark>phonemes</mark>						
respond speedily with the correct sound to						
graphemes (letters or groups of letters) for all 40+						
phonemes including, where applicable, alternative						
sounds for graphemes						
read accurately by blending sounds in unfamiliar						
<mark>words</mark>						
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								
re-read books to build up fluency and confidence in	1							
word reading								
divide words into syllables								
read compound words								
read common exception words								
read words with contractions and understand that								
the apostrophe represents the missing letters								
read phonetically decodable words	1							
read words that end with -s								
read words that end with -est								
read words that end with -ed								
read words that end with -ing								
read words which start with un-								
read words of more than one syllable that contain								
taught GPCs.								
COMPREHENSION								
becoming very familiar with key stories, fairy								
stories and traditional tales								
listen to a wide range of poems, stories and non-								
fiction at a level beyond that at which they can read								
<u>independently</u>								
discuss a wide range of poems, stories and non-								
fiction at a level beyond that at which they can read								
independently	<b></b>							
say what I like about a text								

say what I don't like about a text							
link what I have heard to my own experiences							
link what I have read to my own experiences							
can retell key stories in a simple form							
can retell key stories using narrative language							
talk about the main characters within a well-known story							
learn some poems and rhymes by heart							
Understand both the books they can already read accurately and fluently and those they can listen to by: 1 discussing the significance of the title							
2. discussing the main events							
3. checking that reading makes sense when asked							
4. check that reading makes sense and go back to correct it when it doesn't							
make predictions about what might happen on the basis of what has been read so far							
begin to draw inferences from illustrations							
begin to draw inferences from the text							
explain what I think a text is about							
explain what I think a text is about and give reasons from the text							

## Y1 KEY PERFORMANCE INDICATORS