

# ENGLISH – READING

## Year 1 Standard



Key Performance Indicators		Performance Standard
Word Reading	Comprehension	
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</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>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>ii. being encouraged to link what they read or hear read to their own experiences</p> <p>iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>iv. recognising and joining in with predictable phrases</p> <p>v. learning to appreciate rhymes and poems, and to recite some by heart</p> <p>vi. discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>i. drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>ii. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>iii. discussing the significance of the title and events</p> <p>iv. making inferences on the basis of what is being said and done</p> <p>v. predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> <li>❖ Read all common graphemes and read unfamiliar words containing these graphemes, <b>accurately</b> and <b>without undue hesitation</b> by sounding them out in books that are matched closely to the level of word reading knowledge</li> <li>❖ A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) <b>without needing to blend</b> the sounds out loud first</li> <li>❖ Reading of common exception words (eg you, could, many or people) <b>should be secure</b> meaning a child can read them easily and automatically.</li> <li>❖ A child can:             <ul style="list-style-type: none"> <li>▪ read words with suffixes with support to build on the root words that can be read already;</li> <li>▪ retell some familiar stories that have been read and discussed with them or that they have acted out;</li> <li>▪ listen to stories, poems and non-fiction that cannot yet be read independently;</li> <li>▪ understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and</li> <li>▪ take part in a discussion, considering the opinions of others, with support.</li> </ul> </li> </ul>

Number of KPI's achieved:	Y1 level:	Y1 score:	Number of KPI's achieved:	Y1 level:	Y1 score:	Number of KPI's achieved:	Y1 level:	Y1 score:	Number of KPI's achieved:	Y1 level:	Y1 score:
1 - 4	1d	21	5 - 8	1c	22	9 - 12	1b	23	13	1a	24