

Name: _____

Year 1 Reading Expectations



The pupil can:						
Working Towards the Expected Standard						
Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. Phase 3/4.						
Read accurately some words of two or more syllables that contain the same GPCs.						
Read many tricky words (up to Phase 4)						
Read aloud many words accurately						
Explain why they like a part of the story.						
Working at the Expected Standard						
Read accurately many words of one or more syllables.						
Read text from their blended book with fluency.						
Read most tricky words (Phase 5).						
Sound out many unfamiliar words accurately, without undue hesitation.						
Read words with suffixes when there is no change to the root word –s, –es, –ing, –ed, –er and –est						
Read words with contractions [for example, I'm, I'll, we'll]						
Read some words with alternative pronunciations c(s) ea(e) ow(oa) g(j) ie (ee) ear (air)						
Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.						
Check that the text makes sense to them as they read and correct inaccurate reading.						
Answer retrieval questions.						
Make simple inferences.						
Working at Greater Depth (+all of Working at the Expected Standard)						
Read text with automaticity (accurately recognise many words on sight).						
Plausible predictions of what might happen on the basis of <u>what has been read so far.</u>						
Make links between the book they are reading and other books they have read.						

A child does not have to show every standard in every piece of reading.

Definitions (not from DFE)

Some- on occasion (10%)

Many- between some and most (50%)

Most – generally, with occasional errors (85%)