Reading Skills
Expected by the End of Year One

Phonics and decoding

- To **apply phonic knowledge and skills** as the route to decode words.
- To **blend** sounds in unfamiliar words using the GPCs that they have been taught.
- To **respond** speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- To **read** words containing taught GPCs.
- To **read** words containing -s, -es, -ing, -ed and -est endings.
- To **read** words with contractions, e.g. I'm, I'll and we'll.

Fluency

- To **accurately read** texts that are consistent with their developing phonic knowledge, which don't require them to use other strategies to work out words.
- To **reread** texts to build up fluency and confidence in word reading.

Common Exception Words

- To **read** Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

Words in Context and Authorial Choice

- To **discuss** word meaning and link new meanings to those already known.

Understanding and Correcting Inaccuracies

- To **check** that a text makes sense to them as they read and to self-correct

Comparing, Contrasting and Commenting

- To **listen to and discuss** a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- To **link** what they have read or have read to them to their own experiences.
- To **retell** familiar stories in increasing detail.
- To **join in** with discussions about a text, taking turns and listening to what others say.
- To **discuss** the significance of titles and events.

Inference and Prediction	Poetry and Performance
- To begin **to infer** -make simple inferences. **To predict** what might happen on the basis of what has been read so far.	**To recite** simple poems by heart.
Non-Fiction	
To engage in non-fiction books. **To listen to and talk about** selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	**Reading Vipers** **V**ocabulary **I**nfer **P**redict **E**xplain **R**etrieve **S**equence or Summarise **VIPERS are to be introduced throughout the teaching and learning of reading** *(source Literacy Shed)* *See spelling appendix in the national curriculum*

Reading Assessment
Expected by the End of Year 1

Word Reading		Comprehension	
Below Expectations	Above Expectations	Below Expectations	Above Expectations
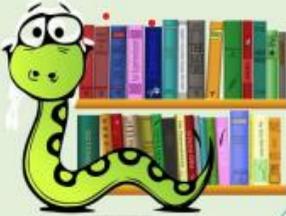
The Warren Wood
Progression of Skills Model