



Reading expectations

Year 1

Working at the expected standard			
Word Reading			
Match all 40+ graphemes to their phonemes (Phase 3) Can identify all Set 1- 2 RWI sounds			
Blend sounds in unfamiliar words Can blend sounds (set 1-3) in unfamiliar words			
Divide words into syllables; for example, pocket, rabbit, carrot, thunder, sunset			
Read compound words; for example, football, playground, farmyard, bedroom			
Read words with contractions; e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)			
Read phonically decodable texts with confidence Can read Set 3 sounds – Blue RWI Books – with confidence			
Read words containing 's, es, ing, ed, er, est' endings			
Read words which have the prefix –un added			
Add the endings –ing, –ed and –er to verbs where no change is needed to the root word			
Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) Read words of more than one syllable that contain set 1-3 sounds			

Reading Comprehension			
Say what they like or dislike about a text			
Link what they read or hear read to their own experiences			
Retell key stories orally using narrative language			
Understand and talk about the main characteristics within a known key story			
Learn some poems and rhymes by heart			
Use prior knowledge, context and vocabulary provided to understand texts			
Check that the text makes sense to them as they read and correct miscues			
Begin to draw inferences from the text and/or the illustrations			
Make predictions based on the events in the text			
Explain what they understand about a text			



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Working at greater depth			
Read accurately and confidently words of 2 or more syllables			
Talk about favourite authors or genre of books			
Can predict what happens next in familiar stories			
Happy to read aloud in front of others			
Tell someone about likes and dislikes related to story they have read or a story they have had read to them			
Read a number of signs and labels in the environment drawing from phonic knowledge when doing so			
Aware of mistakes made because reading does not make sense			
Re-read a passage if unhappy with own comprehension			
Growing awareness of how non-fiction texts are organised			
Use illustrations as an important feature in aiding reading			