



Year 1

National Curriculum Reading Objectives

Word Reading

- ★ apply phonic knowledge and skills as the route to decode words
- ★ 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 words containing GPCs that have been taught
- ★ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ★ read words containing taught GPCs and 's, 'es, 'ing, 'ed, 'er and 'est endings
- ★ read other words of more than one syllable that contain taught GPCs
- ★ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ★ 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 these books to build up their fluency and confidence in word reading

Comprehension

- ★ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ★ being encouraged to link what they read or hear read to their own experiences
- ★ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ★ recognising and joining in with predictable phrases
- ★ learning to appreciate rhymes and poems, and to recite some by heart
- ★ discussing word meanings, linking new meanings to those already known
- ★ drawing on what they already know or on background information and vocabulary provided by the teacher
- ★ checking that the text makes sense to them as they read and correcting inaccurate reading
- ★ discussing the significance of the title and events
- ★ making inferences on the basis of what is being said and done
- ★ predicting what might happen on the basis of what has been read so far

- ★ participate in discussion about what is read to them, taking turns and listening to what others say
- ★ explain clearly their understanding of what is read to them