



Legrave Primary School

Year 1 EEE

Subject: Reading

Legrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

Yr 1	Emerging	Expected	Exceeding
Spoken word		Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently	Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently
		Discusses the significance of the title and events	Discusses the sequence of events in books and how items of information are related
		Recites some poems and rhymes by heart	Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
		Participates in discussion about what is read to him/her, taking turns and listening to what others say	Discusses his/her favourite words and phrases
		Explains clearly his/her understanding of what is read to him/her	Answers and ask questions
		Says out loud what he/she is going to write about	Participates in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say
		Composes a sentence orally before writing it	Explains and discusses his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself
		Discusses what he/she has written with the teacher or other pupils	Develops positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about
		Word reading	
Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		
Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Reads accurately words of two or more syllables that contain graphemes taught so far		
Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Reads words containing common suffixes		
Reads words containing taught gpcs and -s, -es, -ing, -ed, -er and -est endings	Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		
Reads other words of more than one syllable that contain taught GPCs	Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		
Reads words with contractions <eg>'m, i'll, we'll</eg>, and understand that the apostrophe represents the omitted letter(s)	Reads aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		
Reads aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words	Re-reads books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading		
Re-reads phonically decodable books to build up fluency and confidence in word reading			
Comprehension		Develops pleasure in reading, motivation to read, vocabulary and understanding by:	Develops pleasure in reading, motivation to read, vocabulary and understanding by:
		<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently
		<ul style="list-style-type: none"> being encouraged to link what is read or heard read to his/her own experiences 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related
		<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
		<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry
		<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary

		Understands both the books he/she can already read accurately and fluently and those he/she listens to by:	<ul style="list-style-type: none"> • discussing his/her favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
		<ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher 	Understands both the books that he/she can already read accurately and fluently and those that he/she listens to by:
		<ul style="list-style-type: none"> • checking that the text makes sense as he/she reads and correcting inaccurate reading 	<ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher
		<ul style="list-style-type: none"> • discussing the significance of the title and events 	<ul style="list-style-type: none"> • checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading
		<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done
		<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • answering and asking questions
		Participate in discussion about what is read to him/her, taking turns and listening to what others say	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far
		Explain clearly his/her understanding of what is read to him/her	Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say
			Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself