|  |
| --- |
| **Year 1 Reading Statements** |
| **Word reading** |
| |  | | --- | | * I can use phonic knowledge to decode words. | | I can respond quickly with the correct sound to graphemes for the 40+ phonemes. | | * I can respond quickly with alternative sounds for graphemes. | | * I can read the common exception words. | | * I can read accurately by blending sounds in unfamiliar words containing GPC taught. | | * I can read words containing -s, -es, -ing, - ed, -er, -est endings. | | * I can read words containing taught GPCs. | | * I can read other words of more than one syllable containing the taught GPCs. | | * I can read words with contractions e.g. I'm, I'll, we'll and know that the apostrophe represent missing letter(s). | |
| **Texts** |
| |  | | --- | | * I can accurately read aloud books that are consistent with their developing phonic knowledge. | | * I can re-read books containing taught phonics to build up fluency and confidence. | | * I can develop pleasure in reading, motivation to read, vocabulary and understanding. | | * I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently. | | * I can link what I read or hear read to my own experiences. | | * I am familiar with key stories, fairy stories and traditional tales by retelling them and considering their particular characteristics. | | * I recognise and join in with predictable phrases. | | * I am learning to appreciate rhymes and poems, and can recite some by heart. | | * I can discuss some new word meanings and link the new meanings to those already known. | |
| **Understanding and interpreting** |
| |  | | --- | | * I understand books by drawing on what I already know or on background information and vocabulary provided by the teacher. | | * I can check that the text makes sense to me as I read and I can correct inaccurate reading. | | * I can identify main events or key points in texts. | | * I can make inferences on the basis of what is being said and done. | | * I can make predictions about what might happen on the basis of what has been read so far. | | * I can answer literal retrieval questions (e.g. who, what, where, when). | | * I can talk about settings and characters with a reliance on pictures. | | * I can participate in discussions about what is read to me, taking turns and listening to what others say. | | * I can clearly explain my understanding of what is read to me. | |  | |
| **Structure and organisation** |
| |  | | --- | | * I can discuss the significance of the title and events. | | * I can understand the difference between fiction and non-fiction. | |
| **The writer’s style** |
| |  | | --- | | * I can recognise simple story language e.g. Once upon a time... | | * I can recognise the use of adjectives in texts. | |
| **The writer’s viewpoint and the effect of the reader** |
| |  | | --- | | * I can talk about my favourite parts of a story. | | * I can talk about how a text makes me feel. | |