

Year 1	
Decoding text	Read phonically decodable texts accurately by:
	Matching all 40+ graphemes to their phonemes
	reading familiar words without sounding out including some common exception words and words with contractions
	breaking unfamiliar words in different ways and combining to read
	Including:
	sounding and blending phonically regular words
	noticing word endings -s, -es, -ing, -ed, -er, -est,
	using syllable boundaries
	Develop reading fluency by:
Comprehending Text	re-reading words, phrases and sentences that required some sounding out on the first read
	looking carefully at each word without pointing
	reading simple phrases at a good pace with appropriate expression
	Develop the language and vocabulary needed to understand text by:
	discussing possible meanings of unfamiliar words and phrases
	knowing alphabetical order
	Understand texts they can read accurately and fluently and those they listen to by:
	discussing relevant background knowledge (what they have done/ seen/ heard)
	discussing with an adult and their peers what the text made them wonder
	making sensible predictions based on what they know and what has been read so far
	noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain
	joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way
	retelling a story in sequence, giving the main events

Responding to text	Show their understanding of texts they have heard and read by:
	talking with peers, taking turns and listening to others, about what they like or dislike about a text
	using role play to explore the characters and themes of texts including fairy stories and traditional tales
	answering questions in discussion with an adult including making simple inferences
	Develop a positive attitude to reading by:
	listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales discussing books they have read, with their peers
Analysing Text	Evaluate how authors use language structures and presentation by:
	recognising that texts are written for different purposes (e.g., stories, labels, instructions).
	identifying simple language features e.g. rhyme, repetition, alliteration
	talking about features of nonfiction texts e.g. titles, headings
	talking to adults and their peers about interesting words and phrases in texts read to them

Vocabulary	Blend Decode Digraph Fairy Story Fiction Fluent Grapheme Non-Fiction Phoneme Poetry Prediction Retell Segment Sequence Sense Split digraph Story Suffix Traditional Tale Trigraph Vocabulary
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