

Y1 Reading Objectives

Word

[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

[KEY] 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.

Apply phonic knowledge and skills as the route to decode words.

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).

Re-read these books to build up their fluency and confidence in word reading.
[Children make an independent choice and choose to read]

Comprehension

[KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

[KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

[KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.

[KEY] Discussing the significance of the title and events.

[KEY] Predicting what might happen on the basis of what has been read so far.

Being encouraged to link what they read or hear read to their own experiences.

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.

Vocabulary Grammar Punctuation

[KEY] Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Leaving spaces between words.

Joining words and joining clauses using 'and'.

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.

Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].

Understanding how the prefix un- changes the meaning of verbs and adjectives.

Understanding how words can combine to make sentences.

Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.