

## Reading Progression in Year 1

	1b+	1w+	1s+
word reading	I can use my phonic knowledge to decode words.	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes (level 15)	I can read correctly by blending sounds in unfamiliar words containing sounds that have been taught.
	I am beginning to read words from phase 2 tricky words.	I read many exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	I read most exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.
	With support I can add 's' ing and er to a word and read it.	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est	I can read suffices where the root word is a tricky word from phase 5.
	I can read phase 2 graphemes and words with these in	I can read phase 3 graphemes and words with these in without needing to sound them out	I can read phase 5 graphemes and words with these in without needing to sound them out.
	I can remember/hold 2 words when I have read them. I might show this by re-reading.	I read words with more than one syllable that contain graphemes I know	I can read some words with 2 syllables.
	I can read 'I'm and I'll by sounding them out. I can re-read them in a sentence and know it sounds right.	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll. I still sound these out before recognising the correct word.	I recognise contraction words 'speedily' without needing to overtly sound them out. I can do this in and out of context.
decoding		I can read aloud correctly books that are at my level with sounds I have learnt.	I can notice unusual differences between spelling and sound.
	I can self-correct when prompted	I try to correct myself "on the run"	I re-read sentences unprompted when I correct myself.
	I can point to a full stop.	I show awareness of a range of punctuation.	I am beginning to change my voice for an exclamation mark and question mark.
	I can join in shared reading of a familiar book, following a familiar text confidently.	I am beginning to read as if I am talking I can re-read books that I know to build up my fluency and confidence in reading.	I can use expression when re reading familiar books.
	I can re-read a sentence to check it makes sense.	I check that what I say matches the expected letters and graphemes across the word. I use pictures to check my decoding is correct and try to correct myself when it doesn't. I repeat words or phrases to check / confirm or problem - solve	I notice if what I have read does not make sense. I can check the meaning and begin to try different strategies to solve the problem.
	I can pick out the pictures I need quickly. I can find a page from a familiar book.	I scan labels and pictures to find something / information I need. I locate pages / sections of interest.	I can scan a short piece of text to find specific words. I can scan the classroom to find specific words I need.

Comprehension Strategies	I can link a picture to a word meaning.	I talk about word meanings and I link new meanings to these. I can use pictures to help me to understand what a word means as opposed to using pictures to help to read words.	I am beginning to explain the meaning of words I know and use these meanings to link new vocabulary.
	When an adult is reading, I ask them if I do not understand a word (meaning).	I recognise when I don't understand a word. I check the sentence makes sense to me as I read and I self-correct when I make mistakes.	I can correct mistakes in my reading independently.
	I join in with fairy stories and rhymes.	I can retell some fairy stories and have learnt some rhymes off by heart. I understand what I read and can retell it in sequence	I can recite parts of fairy stories and I am beginning to use intonation.
	I can match pictures to texts or parts of stories.	I can make simple pictures in my head as I move beyond reading picture books	I can visualise settings and characters without a picture from a book.
	I can match key words with the corresponding pictures.	I understand the link between key words in texts and what they represent.	
	I can describe what I think is happening on a front cover. I can say where, who and what I think they are doing.	I predict what might happen based on the front cover and on some pictures.	I can predict what might happen based on picture clues and the text that has been read so far.
	I can find a book or picture to match something I have done/experienced.	I am beginning to link what I read or hear read to my own experiences	When prompted I can explain in detail how a text links to my own experience.
	I can talk about what I have just read.	I answer questions about what I read.	I am beginning ask questions about what I have just read.
	I can select a story book or an information book when asked.	I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	I can use a contents page to locate information.
	I can say what a character has said. I can say what a character has done.	I can have a good idea (make inferences) because of what is being said and done.	I am beginning to explain how a character might be feeling based on what they are saying or doing.
	I can use a picture to answer a direct or inference question.	I can find information to answer a direct or inference question.	I can answer simple questions/find information (in response to a direct, literal question).
response to text	I can learn simple rhymes and poems and join in saying them with others.	Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read	I can explain clearly my understanding of what I have read.
	I enjoy reading and I am happy to take part in story sessions with an adult.	I can add to a discussion (expressing likes/dislikes) and make links to my own experiences, with information and words given by an adult.	I can express my thoughts about a text I have read, across a variety of genres.
	I can join in with parts of stories and poems.	I identify simple features of structure in stories and poems.	I can recognise repetition and patterns in structure.
		I can explain clearly what I understand when someone reads to me.	I can clearly what I understand when I read a piece of text.
		I identify simple features of language in key stories and poems.	I can talk about features of features of language.

