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