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| **Year 1- Reading Milestone 1** | | | |
| Word Reading | Phonics skills | * I can apply phonic knowledge and skills as the route to decode words |  |
| * I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes |  |
| * I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |  |
| * I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word |  |
| * I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings |  |
| * I can read other words of more than one syllable that contain taught GPC’s |  |
| * I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) |  |
| Fluency | * I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require them to use other strategies to work out words |  |
| * I can re-read these books to build up my fluency and confidence in word reading |  |
| Comprehension | Texts | *I can develop pleasure in reading, motivation to read, vocabulary and understanding by:* |  |
| * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently |  |
| * being encouraged to link what I read or hear read to my own experiences |  |
| * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |  |
| * recognising and joining in with predictable phrases |  |
| * learning to appreciate rhymes and poems, and to recite some by heart |  |
| Vocabulary | * discussing word meanings, linking new meanings to those already known |  |
| *I can understand both the books I can already read accurately and fluently and those I listen to by:* |  |
| * drawing on what I already know or on background information and vocabulary provided by the teacher |  |
| * checking that the text makes sense to me as I read and correcting inaccurate reading |  |
| Understanding | * discussing the significance of the title and events |  |
| * making inferences on the basis of what is being said and done |  |
| * predicting what might happen on the basis of what has been read so far |  |
| * participating in discussion about what is read to me, taking turns and listening to what others say |  |
| * explain clearly their understanding of what is read to them. |  |