Year 1 – Reading – Year Group Mastery Objectives

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 | | Reading objectives show progression within the Whole School Progression Maps.  Objectives are covered throughout the year and in many different contexts.  Objectives are assessed termly.  Year 1 follows the Essential Letters and Sounds Progression. | | | | | |
| Ongoing reading obejctives | | | | | | | |
| Ongoing reading objectives | Apply phonics knowledge to decode unknown words.  Respond speedily with the correct sound to graphemes for all 40+ phonemes.  Blend the sounds in unfamiliar words containing GPCs that have been taught.  Read aloud fluently with attention to a range of punctuation,  Read Year 1 common exception words, noting unusual correspondence between spelling and sound, | | | | | | |
| Mastery Objectives | | | | | | | |
| Terms | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Guided Reading Texts | | Here We Are  2 weeks  Alan’s Big Scary Teeth | Gigantosaurus  The Lonely Christmas Tree | Lion Inside  Willbee the Bumblebee | Eggs and Chicks  Supertato: Books are Rubbish! | The Colour Monster  Lost and Found | Rainforests  Dinosaurs in my school |
| Ideal Book Band for expected reader | | 4 | 5 | 5 | 6 | 6 | 7 |
| Core Text | | Elmer  On Sudden Hill  Peace at Last | The Elephant and the Bad Baby  Cops and Robbers  Can’t You Sleep Little Bear | The Tiger Who Came To Tea  Dave and the Tooth Fairy | Dogger  Beegu | Avocado Baby  The Go-Away Bird | Where The Wild Things Are  Good Little Wolf |
| Word Reading | In age-appropriate books, the pupil can: | | | | | | |
|  | respond speedily with the correct sound to graphemes for all 40+ phonemes | | | | | |
|  | 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; blends sounds in unfamiliar words containing GPCs that have been taught | | | | | |
|  | read most Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | | | | | |
|  | read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | | | | | |
|  | read words with contractions | | | | | |
|  | check that the text makes sense to them by self-correction | | | | | |
| Comprehension | The pupil can demonstrate an understanding of both books that they can already read accurately and fluently and those that they listen to (a range of poems, stories and non-fictions texts). The pupil can: | | | | | | |
| Sequencing | identify and explain the sequence of events in key stories to retell them and recite some poems by heart | | | | | |
| Clarifying | discuss the meaning of words to understand texts further | | | | | |
| Vocabulary | discuss word meanings, linking new meanings to those already known | | | | | |
| Features | understand the significance of titles and events | | | | | |
| Inference | make inferences from texts that they read themselves, on the basis of what’s being said and done or cause and effect | | | | | |
| Prediction | predict what might happen based on what has been read so far using their own experiences and knowledge | | | | | |
| Links | make links between the characters in a book they are reading and themselves | | | | | |
| Fluency | When reading an age-appropriate text the pupil can re-read a textto: | | | | | | |
| Expression | mostly use expression by sometimes varying intonation, volume and tone to match meaning showing confidence but inconsistently - is generally natural sounding/easy to understand | | | | | |
| Automatic word recognition | read most words automatically and effortlessly, using a mixture of conversational and slow reading  (number of words read per minute meets expectations) | | | | | |
| Rhythm and Phrasing | read with some choppiness, but is generally able to go phrase by phrase, paying attention to intonation and pausing at punctuation consistently and accurately | | | | | |
| Smoothness | read most words accurately with occasional breaks from smoothness with hesitation and has a few difficulties with specific words without impeding the flow | | | | | |

A close-up of a chart

Description automatically generated