Year 1 – Reading – Year Group Mastery Objectives

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| 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 Are2 weeks Alan’s Big Scary Teeth  | Gigantosaurus The Lonely Christmas Tree | Lion InsideWillbee 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  | ElmerOn Sudden HillPeace at Last | The Elephant and the Bad BabyCops and RobbersCan’t You Sleep Little Bear | The Tiger Who Came To TeaDave and the Tooth Fairy | DoggerBeegu | Avocado Baby The Go-Away Bird | Where The Wild Things AreGood 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 |

