

Year 1	<p>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 Little Wandle Progression.</p>					
Year 1 Ongoing Reading Objectives						
Ongoing Objectives	<ul style="list-style-type: none"> - 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, 					
Year 1 Mastery Cycle Reading Objectives						
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ideal Book Band (Following Little Wandle Progression)	Phase 4, Set 2 Phase 5, Set 1	Phase 5, Set 1 Phase 5, Set 2	Phase 5, Set 3	Phase 5, Set 4	Phase 5, Set 4.	Phase 5, Set 5.
Guided Reading Text	<p>Phase 4, Set 2 Eggs on Toast Dragon in the Jam The Monster on the Train Zebra’s Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It’s Freezing Out! Train to Win Maps Storms</p> <p>Phase 5, Set 1 Not in Otter’s Pocket The Elf and the Cobbler The Dragon Keeper’s Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p>	<p>Phase 5, Set 1 Not in Otter’s Pocket The Elf and the Cobbler The Dragon Keeper’s Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p> <p>Phase 5, Set 2 Let’s Pretend! Iris’s Wild Ride Jake and Jen in the Balloon of Doom Wild Homes This is our Planet Be a Cave Explorer</p>	<p>Phase 5, Set 3 Don’t Blame Me! The Stone Shadows Look Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to my Home!</p>	<p>Phase 5, Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe’s Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness</p>	<p>Phase 5, Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe’s Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness</p>	<p>Phase 5, Set 5 The Dragon King’s Daughter The Knight Who Could Knit The Shy Monster The Great Fire of London Poles Apart Reptiles Break Rules</p>
Decoding	<ul style="list-style-type: none"> - I can distinguish between a word, letter, space and sentence, - I can apply phonic knowledge to decode unknown words, - I can respond speedily with the correct sound to graphemes for all 40+ phonemes, 					

Year 1 – Reading - Year Group Mastery Overviews

	<ul style="list-style-type: none"> - I can identify the initial sound in unfamiliar words, - I can blend the sounds in unfamiliar words containing GPCs that have been taught, - I can read Year 1 common exception words on sight, noting unusual correspondence between spelling and sound, - I can read words containing suffixes and prefixes (-ing, -ed, -er, -est, -s, -es, un-), - I can read words with contractions, - I can read aloud fluently with attention to a range of punctuation, - I can make 1:1 correspondence between written and spoken word, - I can track visually without finger pointing - I can re-read with improved expression, attending to fluency and phrasing.
Text Structures	<ul style="list-style-type: none"> - I can distinguish between fiction and non-fiction, - I can begin to understand the way non-fiction texts are organised - I can use correctly the terms – book, cover, beginning, end, page, word, letter and line.
Retrieving	<ul style="list-style-type: none"> -I can answer basic literal retrieval questions about the text -I can understand that the images in a text can sometimes support retrieval,
Understanding	<ul style="list-style-type: none"> -I can sequence a simple story and use this to re-enact or retell, -I can identify the main character and events in a story, -I can identify the subject of a non-fiction text, -I can understand key elements of a story such as characters, setting, and events.
Performing	<ul style="list-style-type: none"> -I can perform in unison, following rhythm and rhyme, -I can imitate and inventing actions, -I can retell key stories, fairy stories and traditional tales, -I can recognise and join in with predictable phrases
Predicting	<ul style="list-style-type: none"> - I can discuss the blurb and title of a book and use these to support predictions, - I can begin to make predictions about character and plot, - I can look at a growing variety of non-fiction and fiction books and predict their contents.
Inferring	<ul style="list-style-type: none"> - I can make inferences based on what is said and done, - I can show an understanding of the elements of a story such as character, setting and events, - I can begin to express a view about what they have read and use evidence in the text to explain my reasoning.
Writers Choice	<ul style="list-style-type: none"> -I can recognise repeated patterns and rhyme, -I can, with support, pick out key words in a text that the writer has chosen for a specific purpose.
Viewpoints	<ul style="list-style-type: none"> - I can choose and talk about a favourite book from a selection, <p style="text-align: right;">I can say how they feel about stories and poems during and after reading.</p>
Year 1 Mastery Cycle Reading Objectives	
Reading Vocabulary	Book, text, author, blurb, fiction, non-fiction, word, sentence, letter, space, rhyme, phoneme, grapheme, split-diagraph, segment, blend, book, cover, beginning, end, page, word, letter, line, setting, character, event.
Common Exception Words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others.