

Year 1	End of Year Expectations
	<ul style="list-style-type: none"> - Re-read books to build up their fluency and confidence in word reading. - Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading. -- 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. - Explore the meaning of words and develop vocabulary knowledge when decoding real words
Word Reading	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs. - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. -Read other words of more than one syllable that contain taught CPCs - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
Range of texts	
<ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Develop pleasure in reading, motivation to read, vocabulary and understanding. 	
Comprehension	<ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events - Recognising and joining in with predictable phrases. -Explain clearly their understanding of what is read to them - Discussing word meanings, linking new meanings to those already known. - Learning to appreciate rhymes and poems, and to recite some by heart -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Being encouraged to link what they read or hear read to their own experiences - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Participate in discussion about what is read to them, taking turns and listening to what others say.
Making Inferences	<ul style="list-style-type: none"> - 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. - Link what is read or listened to with own experiences.