**Year 1 Reading Objectives**

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| **apply phonic knowledge and skills as the route to decode words 1.01** | **becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 1.12** |
| **respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 1.02** | **recognising and joining in with predictable phrases 1.13** |
| **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 1.03** | **learning to appreciate rhymes and poems, and to recite some by heart 1.14** |
| **read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 1.04** | **discussing word meanings, linking new meanings to those already known 1.15** |
| **read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 1.05** | **drawing on what they already know or on background information and vocabulary provided by the teacher 1.16** |
| **read other words of more than one syllable that contain taught GPCs 1.06** | **checking that the text makes sense to them as they read, and correcting inaccurate reading 1.17** |
| **read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) 1.07** | **discussing the significance of the title and events 1.18** |
| **read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 1.08** | **making inferences on the basis of what is being said and done 1.19** |
| **reread these books to build up their fluency and confidence in word reading 1.09** | **predicting what might happen on the basis of what has been read so far 1.20** |
| **listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 1.10** | **participate in discussion about what is read to them, taking turns and listening to what others say 1.21** |
| **being encouraged to link what they read or hear to their own experiences 1.11** | **explain clearly their understanding of what is read to them 1.22** |