

Whole Class Objectives	
<ul style="list-style-type: none"> <li>• Children to be taught reading through a range of poems, stories and non-fiction including fairy stories and traditional tales</li> <li>• Children have the opportunity to learn and recite poems</li> <li>• Children choose from a wide range of books and read for pleasure</li> </ul>	
Year 1 Emerging	
Green	<p><b>Word reading</b></p> <ol style="list-style-type: none"> <li>1. I can apply my set 1 and 2 sound phonic knowledge and skills to decode words</li> <li>2. I can respond speedily with the correct graphemes for many of the 40+ phonemes</li> <li>3. I can read accurately by blending sounds in unfamiliar words containing GPCs of Set 1 and 2 sounds</li> <li>4. I can read words containing taught GPCs and –s –ing endings</li> <li>5. I am beginning to read words with more than one syllable</li> <li>6. I can read some Year 1 common exception words</li> <li>7. I can read books aloud that are consistent with my phonic knowledge</li> <li>8. <b>I can read Green Band books with fluency and accuracy.</b></li> </ol> <p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>9. I can listen to a wide range of poems, stories and non-fiction</li> <li>10. I can discuss word meanings</li> <li>11. I am beginning to check that what I read makes sense</li> <li>12. <b>I can answer questions about what I read</b></li> <li>13. I am beginning to make predictions</li> <li>14. I can join in with discussions about a text</li> <li>15. I am beginning to show understanding of what is read to me</li> </ol>
Year 1 Developing	
Orange	<p><b>Word reading</b></p> <ol style="list-style-type: none"> <li>1. I can apply my set 1 and 2 sound phonic knowledge and skills to decode words and begin to apply set 3 sounds</li> <li>2. I can respond speedily with the correct graphemes for most of the 40+ phonemes</li> <li>3. I can read accurately by blending sounds in unfamiliar words containing most GPCs of Set 1, 2 and set 3 sounds</li> <li>4. I can read words containing taught GPCs –s –es –ing –ed endings</li> <li>5. I can read most words with more than one syllable</li> <li>6. I can read many Year 1 common exception words</li> <li>7. I can read books aloud that are consistent with my phonic knowledge</li> <li>8. <b>I can read Orange Band books with fluency and accuracy.</b></li> </ol> <p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>9. I can listen to and understand a wide range of poems, stories and non-fiction</li> <li>10. I can discuss word meanings</li> <li>11. I am beginning to link what I read or hear to my own experiences</li> <li>12. I can check that the text makes sense to me and begin to correct inaccurate reading</li> <li>13. <b>I can answer questions about what they read and begin to make inferences on the basis on what is being said or done</b></li> </ol>

	<p><b>14. I can predict what might happen next</b></p> <p>15. I can join in with discussion about a text and take turns to answer</p> <p>16. I can demonstrate my understanding of what is read to me</p>
<b>Year 1 Secure</b>	
Turquoise	<p><b>Word reading</b></p> <ol style="list-style-type: none"> <li>1. I can apply my secure Year 1 phonics knowledge to decode words</li> <li>2. I can respond speedily with the correct graphemes for all 40+ phonemes including alternative sounds for graphemes</li> <li>3. I can read accurately by blending sounds in unfamiliar words containing all GPCs of Set 1, 2 and set 3 sounds</li> <li>4. I can read words containing taught GPCs –s –es –ing –ed –er and -est endings</li> <li>5. I can read words with more than one syllable</li> <li>6. I can read words with contractions e.g. (I'm, I'll, we'll)</li> <li>7. I can read most Year 1 common exception words</li> <li>8. I can read books aloud that are consistent with my phonic knowledge</li> <li>9. <b>I can read Turquoise Band books with fluency and accuracy.</b></li> </ol>
	<p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>10. I can listen to and discuss a wide range of poems, stories and non-fiction</li> <li>11. I can link what I read or hear to their own experiences</li> <li>12. I can discuss word meanings, linking new meanings to those already known</li> <li>13. <b>I can check that the text makes sense to me as I read and correct inaccurate reading</b></li> <li>14. <b>I can answer questions about what I read and make inferences on the basis on what is being said or done</b></li> <li>15. <b>I can predict what might happen on the basis of what has been read so far</b></li> <li>16. I can participate in a discussion, take turns and listen to what others say</li> <li>17. I can explain clearly my understanding of what is read to me</li> </ol>
<b>Year 1 Mastery/Greater Depth</b>	
Turquoise	<p><b>Word reading</b></p> <ol style="list-style-type: none"> <li>18. <b>I can independently choose from a range of appropriate library books and discuss them</b></li> <li>19. I can read with a confident pace</li> <li>20. I can read taking in to account simple punctuation</li> <li>21. I can read with expression and intonation</li> <li>22. I can confidently self-correct when reading</li> </ol>
	<p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>23. I can confidently recall the key points of a story</li> <li>24. I can answer a range of questions about a text, including confidently making inferences</li> <li>25. I can make links between texts that I read with other texts and my own personal experiences</li> <li>26. I can independently ask about words I do not know</li> </ol>