Year 1 Reading Comprehension Meeting Expectations

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

Year 1 Word Reading Meeting Expectations

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er , est' endings
- Read words which have the prefix –un added
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Reading Comprehension Securing Expectations

- Read accurately and confidently words of 2 or more syllables
- Talk about favourite authors or genre of books
- Can predict what happens next in familiar stories
- Happy to read aloud in front of others
- Tell someone about likes and dislikes related to story they have read or a story they have had read to them
- Read a number of signs and labels in the environment drawing from phonic knowledge when doing so
- Aware of mistakes made because reading does not make sense
- Re-read a passage if unhappy with own comprehension
- Growing awareness of how non fiction texts are organised
- Use illustrations as an important feature in aiding reading