

YEAR 1 READING OBJECTIVES	ENGLISH NATIONAL CURRICULUM 2014
WORD READING	COMPREHENSION
apply phonic knowledge and skills as the route to decode words	Develop pleasure in reading, motivation to read, vocabulary and understanding by:
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	being encouraged to link what they read or hear read to their own experiences
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	recognising and joining in with predictable phrases
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	learning to appreciate rhymes and poems, and to recite some by heart
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	discussing word meanings, linking new meanings to those already known
read other words of more than one syllable that contain taught GPCs	Understand both the books they can already read accurately and fluently and those they listen to by:
words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	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
	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
	participate in discussion about what is read to them, taking turns and listening to what others say
	explain clearly their understanding of what is read to them.