

## Year 1 Reading Curriculum Statements

Word meaning	Fact retrieval	Inference
I can use letter sounds to work out and read new words.		
I can say quickly the sound of all the letters and letter groups.		
I can read new words correctly by blending the letter and letter group sounds I have been taught.		
I can read some common exception words and see where the letter sounds are different.		
I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est.		
I can read words of more than one syllable using sounds that I have been taught.		
I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.		
I can read aloud books that use letters and letter groups I have been taught.		
I can use the sounds I know to re-read books more fluently and with more confidence.		
I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.		
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.		
I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.		
I can enjoy and understand rhymes and poems, and can recite some by heart.		
I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.		
I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.		
I can usually spot if a word has been read wrongly by following the sense of the text.		
I can talk about the title and events in books I have read or heard.		
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.		
I can say what might happen next in a story.		
I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.		
I can explain clearly my understanding of texts which have been read to me.		
<b>Reading Assessment Framework</b>		
To read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes		
To read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)		
To read many common exception words.		
To read aloud many words quickly and accurately without overt sounding and blending		
To sound out many unfamiliar words accurately.		

To answer questions in discussion with the teacher and make simple inferences.

### Essential Skills for the Big Three

Word Meaning	Fact Retrieval	Inference
<ul style="list-style-type: none"> <li>• Begin to share meanings of words with which they are familiar. They can give some examples of the word being used in a sentence.</li> <li>• Begin to recognise when they are unsure of the meaning of a word and ask what it means.</li> <li>• Begin to speculate about the meaning of new words that they encounter, making links between these and words for which they already know the meaning.</li> <li>• Begin to spot when a word has been read incorrectly because it does not make sense in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the title and events in books they have read or heard.</li> <li>• Enjoy reading key stories, fairy stories and traditional tales because they know them well and can retell them.</li> <li>• Begin to use information given by the teacher or from what I have read to understand a text.</li> <li>• Explain my understanding of texts that have been read to me.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make connections with their own experiences and things that they read or hear in stories.</li> <li>• Begin to make very simple inferences about what a character might be doing or feeling from a picture.</li> <li>• Begin to make very simple inferences about what a character might be doing or feeling from a story.</li> </ul>