

Year 1 Reading Progression Document



Decoding & Reading Fluency

- I can respond speedily, giving the **correct sound to graphemes** for all of the 40+ phonemes.
- I can **blend sounds** of unfamiliar words using the GPCs that they have been taught.
- I can **divide words into syllables**.
- I can read **compound** words e.g seashell & deckchair.
- I can **read** phonetically **decodable** words.
- I can **read** words that end with '**s, -ing, -ed, -est**'.
- I can **read** words that **start with un-**.
- I can **read words** which end in **-ing, -ed, and -er**,
- I can read **words of more than syllable** that contain taught grapheme, phoneme correspondents. e.g chimpanzee, Manchester, December, measurement.
- I can **read words** with **contractions, e.g. I'm, I'll and we'll**.
- I can read **Y1 common exception words**, noting unusual correspondences between spelling and sound and where these occur in words.
- I can **read texts** that are consistent with my **developing phonic knowledge**.
- I can check that a text makes sense **as I read** and I can **self-correct**.

VOCABULARY, GRAMMAR & STRUCTURE- Authorial Choice

- I can identify the **predictable phrases in a text** and I enjoy saying them aloud with the class, with support.
- I can discuss **word meaning** and link new meanings to those already known.
- I can use **vocabulary** I already know to help work out what new words might mean, and talk about how they link.
- I can identify where the author has used **describing words** to describe the character or setting.
- I can identify where the author has used **labels and captions**.
- I can identify the **title** of the story or the report.
- I can discuss my **favourite** words and why I like them.
- I can identify **names** in the text (**proper nouns**).
- I can identify where the **beginning** of a sentence starts.
- I can identify where the author has started to sequence their ideas using **time adverbs** (e.g **first, then, next, lastly**).
- I can identify where the author has **joined his/her ideas** together using **and but** or **so**.

RETRIEVAL, INFERENCE, PREDICTION, EXPLAIN, SUMMARISE & COMPARE

- I can **listen to and discuss a wide range** of fiction, non-fiction and poetry at a level beyond that at which I can read by myself.
- I can **link** what I have read (or have had read to me) to my experiences.
- I can **retell familiar stories** in increasing detail.
- I can join in with **discussions about a text**, taking turns and listening to what others say.
- I can begin to make **simple inferences**.
- I can **predict** what might happen on the basis of what has been read so far.
- I can discuss how **events in the text link** to the **text title**.
- I can ask and answer '**how**' and '**why**' questions about what I have read and I know where to look for information.
- I can identify **basic similarities and differences** between my own experience and that of story characters. I can show that I understand this through **talk or role play**.
- I can **recall some basic features of key stories**, fairy stories and traditional tales.
- I can identify the beginning, middle and end in stories.
- I can **recognise the good & the bad characters** in traditional tales.
- I am beginning to **locate** parts of a text **that give particular information** e.g. contents, page, index, pictures, labelled diagrams, charts and locate information using page numbers and words by initial letter.
- I can **recite simple poems** by heart.