

Templemoor Infant and Nursery School

Year One Progression in Reading



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Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> I know when to use phonic knowledge to decode words. I read common words using phonic knowledge where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts. 	<ul style="list-style-type: none"> I know which part of words can be decoded using phonics. I blend sounds in unfamiliar words on based on known GPCs I read words with familiar endings –s, es, ing, ed, er, est. I read words which have the prefix –un added. I read phonically decodable texts with confidence. I divide words into or syllables for example pocket, rabbit, carrot, thunder, sunset. 	<ul style="list-style-type: none"> I hear and recognize all 40+ phonemes. I match all 40+ graphemes to their phonemes. I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letter. I find contractions in my reading. I read words with contractions. I read compound words, for example, football, playground, farmyard, bedroom.
Reading for Pleasure	<ul style="list-style-type: none"> I know that there are different kinds of books I know the difference between a story book and an information book. I can find the title, author and the illustrator of a book. I know some familiar stories. I recognise familiar story language. 	<ul style="list-style-type: none"> I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language. 	<ul style="list-style-type: none"> I say whether I agree or disagree with other's ideas. I recognise repeated or patterned language. I recognise repeated or patterned language. I know some poems and rhymes by heart.

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Reading accurately, with fluency and understanding	<ul style="list-style-type: none"> • I can use picture clues to support my understanding. • I use picture clues to deepen my understanding. • I identify the characters in a story • I recognise a character's feelings. • I say why a character has a feeling. 	<ul style="list-style-type: none"> • I recognise rhyming language. • I use prior knowledge to understand texts. • I identify unfamiliar words and ask about meanings. • I use the context clues to make informed guesses. • I make predictions based on the events in the story. • I give an opinion about a character. • I know that stories can have similar characters. 	<ul style="list-style-type: none"> • I discuss the meaning of unfamiliar words with others. • I know that stories can have similar patterns of events. • I make links to other stories. • I make links with characters in other stories. • I use information from the storybook to support my opinion. • I understand that a writer can leave gaps for the reader to fill. • I answer questions which fill the gaps in a story (inference).
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