



Name -		Class -			
Working Towards the Expected Standard		Evidence Base Achieved (date)			Overall
		Autumn	Spring	Summer	
The pupil can: <ul style="list-style-type: none"> • Read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • Read common exception words (Reception List) and some from Year 1 list. • Demonstrate some understanding when talking to others about what they read. 					
Working At the Expected Standard					Overall
<i>Sufficient evidence shows the ability to:</i>		Autumn	Spring	Summer	
Word Reading					
1	Respond with the correct sound to graphemes for all 40+ phonemes taught so far, including where appropriate alternative sounds for graphemes.				
2	Segment and blend sounds in some unfamiliar words, using the GPCs taught.				
3	Read most common exception words with little hesitation.				
4	Read most words ending –s, -es, -ing, -ed and –est.				
5	Read words with contractions (I'm, I'll, can't, we'll) and know that the apostrophe represents the omitted letters.				
6	Read aloud books that are consistent with their developing phonic knowledge.				
7	Read pseudo (alien) words, containing GPCs taught so far.				
Comprehension		Autumn	Spring	Summer	
8	Listen to and talk about a wide range of poems, stories and non-fiction texts read to them and those read independently.				
9	Link what they read to their own experiences.				
10	Recognise and join in with predictable and repeated phrases.				
11	Very familiar with some key stories, fairy stories and traditional tales; with support begin to retell them orally and know some of their features.				
<i>Understand what they can read and those they listen to by:</i>					
12	Discussing word meanings linking new meanings to those already known.				
13	Reading aloud and checking for sense, re-reading for accuracy.				
14	Discussing significant titles and events.				
15	Predicting what might happen based on what has been read so far.				
By the end of Year One, a child should be able to read all common graphemes and read words containing these graphemes, without undue hesitation. Reading of common exception words should be secure, meaning that a child reads them easily and automatically. They should listen to and retell stories that have been read to them or acted out. They understand how written language is structured to build surprise in narratives and can comment upon and identify the features of non-fiction texts.					
Working At Greater Depth		Autumn	Spring	Summer	Overall
Pupils can: <ul style="list-style-type: none"> • Read many words beyond those expected for their age with increasing fluency. • Read with understanding of what they have read. • Answer questions confidently, making direct reference to the text. 					

