

**Reading Milestones**

**Year 1**



NB: Green = Reading Word Milestones & Blue = Reading Comprehension Milestones

	Basic:	Expected:	Deep:
<b>Working Towards the Expected Standard</b>			
<b>Pupil(s) are beginning to meet the following milestones with support:</b>			
To apply phonic knowledge to decode regular words			
To apply phonic knowledge to attempt to read some common irregular words			
To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes			
To read and understand simple sentences			
To demonstrate a pleasure in reading and a motivation to read.			
To listen whilst others read to them and show understanding			
To simply retell simple familiar stories			
To recognise and join in with predictable phrases in a text			
To check that a text makes sense to them as they read and begin to self-correct			
To join in discussions about a text			
<b>Working at the Expected Standard</b>			
<b>Pupil(s) are beginning to independently apply their knowledge and skills to the milestones:</b>			
To blend sounds in unfamiliar words using the GPCs that they have been taught.			
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for <b>ALL</b> of the 40+ phonemes.			
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.			
To read words containing taught GPCs			
To read words containing –s, -es, -ing, -ed and –est endings.			
To read words with contractions ( for example I’m, I’ll, we’ll )			
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words			

**Reading Milestones**



**Year 1**

	Basic:	Expected:	Deep:
To re-read texts to build up fluency and confidence in word reading			
To continue to demonstrate enthusiasm about their favourite texts and explain why they like the texts			
To link what they have read or heard to their own experiences			
To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently			
To retell familiar stories in increasing detail			
To recite simple poems and nursery rhymes by heart			
To discuss word meaning and link new meanings to those already known			
To check that a text makes sense on the basis of what has been read so far			
To begin to make simple inferences			
To discuss the significance of titles and events			
To join in discussions about a text, take turns and listen to what others say			
<b>Working at Greater Depth within the Expected Standard</b>			
<b>Pupil(s) are confidently and independently able to apply their knowledge and skills to the milestones:</b>			
To read texts that are more complex and beyond their chronological age e.g. above the expected colour book bands for their age			
To read other words of more than one syllable that contain taught GPCs			
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.			
To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)			
To start to work on the Year 2 programme of study for word reading			
To continually demonstrate enthusiasm about their favourite texts and explain why they like the texts			
To discuss their reading preferences, including favourite authors and genres			
To retell familiar stories in great detail and consider their particular characteristics.			

Child's Name: \_\_\_\_\_

Rooted in Faith; Enriching Young Minds

**Reading Milestones**

**Year 1**



	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.			
To check that a text makes sense to them as they read and to self-correct			
To make sensible predictions supported by evidence.			
To make inferences based on what is being said and done			
To use age-appropriate non-fiction texts to extract information.			
To contribute confidently in discussions about a text, take turns and listen to what others say.			