

## Moor First School – Progression in Reading Y1

Red C beginning beginning+ developing	Red B developing+ secure secure+	Red A greater depth 1 greater depth 2 greater depth 3
<p>Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Uses phonic knowledge to decode regular words and attempts to read some common irregular words.</p> <p>Reads and understands simple sentences</p>	<p>Responds speedily with the correct sound to graphemes for all 40+ phonemes,</p> <p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; blends sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develops fluency through re-reading books.</p> <p>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Reads words with contractions</p>	<p>Reads other words of more than one syllable that contain beyond taught GPCs.</p> <p>Is working on the Y2 programme of study for word reading.</p> <p>Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words</p> <p>Reads aloud more complex books, including those beyond their chronological age.</p>
<p>Reading is seen as a pleasurable activity</p> <p>Demonstrates understanding of what is read to them.</p> <p>Recognises and joins in with predictable phrases and is able to retell familiar stories.</p> <p>Understands both the books they can already read and those they listen to – may demonstrate this through role-play.</p> <p>Checking, with prompting, that text makes sense to them and can self-correct with support.</p> <p>Begins to understand the difference between fiction and non-fiction</p> <p>Begins to participate in discussions about books.</p> <p><b>Y1 Autumn expected = Red beginning</b>  <b>Y1 Spring expected = Red developing</b>  <b>Y1 Summer expected = Red secure</b></p>	<p>Reading is seen as a pleasurable activity and demonstrates this by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- becoming very familiar with key stories and being able to retell them.</li> </ul> <p>Can recite some simple poems by heart.</p> <p>Discusses word meanings, linking new meanings to those already known.</p> <p><b>Understands both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>- Checking that the text makes sense to them as they read and self-correct</li> <li>- Predicting what might happen on the basis of what has been read so far</li> <li>-making inferences</li> </ul> <p>Is able to discuss the significance of titles and events.</p> <p>Understands the difference between fiction and non-fiction</p> <p>Participates in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Reading is seen as a pleasurable activity and demonstrates this through talking confidently about preferences and beginning to develop some favourite authors, poems or genres.</p> <p>Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Understands both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done and making sensible predictions supported by reasons based on age-appropriate texts.</p> <p>Demonstrates an awareness of how to use age-appropriate non-fiction books to find information.</p> <p>Contributes confidently to discussions about books.</p>