

Willow Primary Academy Reading End Points – Year 1



Year 1 Autumn

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - Recognise and join in predictable phrases - Listen to and discuss a range of non-fiction texts - Predict what might happen based on what has been read so far - Make simple predictions based on the story and own life experiences - Link what they read or hear with their own experiences - Answer a question about what just happened in a story - Sequence the events of a story they are familiar with - Become very familiar with key stories, retelling them and considering their particular characteristics - Begin to make links between speaking and listening, reading and writing - Retrieve information by finding a few key words - Explain clearly their understanding of what has been read - Draw what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> - Use vocabulary given by the teacher - Discuss word meanings and link new meanings to those already known 	<ul style="list-style-type: none"> -
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> - Apply phonic knowledge to decode words - Read accurately by blending taught GPCs - Read common exception words - Read aloud phonically decodable texts - Read pseudo words with accuracy, including vowel digraphs and trigraphs - Use phrasing within reading such as ‘once upon a time’, as modelled by the teacher - Attend to punctuation when reading, as modelled by the teacher - Refer to texts read previously - Track texts with eyes (pace of reading should not be dictated by finger reading) - Read common suffixes (e.g. -s, -es, -ing, -ed, -est) 	<ul style="list-style-type: none"> - Appreciate rhymes and poems and recite some by heart - Participate in discussion about what is read to them; take turns and listen to what others’ say - Retell familiar stories - Explain clearly their understanding of what is read to them - Begin to explain these ideas verbally or through pictures 	<ul style="list-style-type: none"> - Listen to discuss a wide range of poems, stories and non-fiction texts at a level beyond those that they can read independently

Willow Primary Academy Reading End Points – Year 1



Year 1 Spring

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - Become very familiar with key stories, retelling them and considering their particular characteristics - Recognise and join in predictable phrases - Draw what they already know or on background information and vocabulary provided by the teacher - Listen to and discuss a range of non-fiction texts - Predict what might happen based on what has been read so far - Make simple predictions based on the story and own life experiences - Link what they read or hear with their own experiences - Explain clearly their understanding of what has been read - Answer a question about what just happened in a story - Retrieve information by finding a few key words - Sequence the events of a story they are familiar with - Begin to make links between speaking and listening, reading and writing - Recognise characters, events, titles and information - Recognise differences between fiction and non-fiction texts - Infer basic points with direct reference to the pictures and words within the text - Discuss the significance of the title and events - Check that the text makes sense to them as they read and correct accurate reading 	<ul style="list-style-type: none"> - Discuss word meanings and link new meanings to those already known - Use vocabulary given by the teacher 	<ul style="list-style-type: none"> -
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> - Apply phonic knowledge to decode words - Read accurately by blending taught GPCs - Read common exception words - Read common suffixes (e.g. -s, -es, -ing, -ed, -est) - Read aloud phonically decodable texts - Read pseudo words with accuracy, including vowel digraphs and trigraphs - Use phrasing within reading such as ‘once upon a time’, as modelled by the teacher - Attend to punctuation when reading, as modelled by the teacher - Refer to texts read previously - Track texts with eyes (pace of reading should not be dictated by finger reading) - Read multisyllabic words containing taught GPCs - Read common contractions (I’m, can’t we’ll) and know what apostrophes represent omitted letters - Respond with the correct sound for graphemes for all 40+ phonemes (including alternative sounds) 	<ul style="list-style-type: none"> - Appreciate rhymes and poems and recite some by heart - Participate in discussion about what is read to them; take turns and listen to what others’ say - Explain clearly their understanding of what is read to them - Begin to explain these ideas verbally or through pictures - Retell familiar stories - Give my opinion including likes and dislikes 	<ul style="list-style-type: none"> - Listen to discuss a wide range of poems, stories and non-fiction texts at a level beyond those that they can read independently

Willow Primary Academy Reading End Points – Year 1



Year 1 Summer

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - Become very familiar with key stories, retelling them and considering their particular characteristics - Recognise and join in predictable phrases - Draw what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct accurate reading - Listen to and discuss a range of non-fiction texts - Infer basic points with direct reference to the pictures and words within the text - Discuss the significance of the title and events - Predict what might happen based on what has been read so far - Make simple predictions based on the story and own life experiences - Link what they read or hear with their own experiences - Explain clearly their understanding of what has been read - Answer a question about what just happened in a story - Recognise characters, events, titles and information - Recognise differences between fiction and non-fiction texts - Retrieve information by finding a few key words - Sequence the events of a story they are familiar with - Begin to make links between speaking and listening, reading and writing - Make basic inferences about characters feelings by using what they say as evidence 	<ul style="list-style-type: none"> - Discuss word meanings and link new meanings to those already known - Use vocabulary given by the teacher 	<ul style="list-style-type: none"> -
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> - Apply phonic knowledge to decode words - Respond with the correct sound for graphemes for all 40+ phonemes (including alternative sounds) - Read accurately by blending taught GPCs - Read common exception words - Read common suffixes (e.g. -s, -es, -ing, -ed, -est) - Read multisyllabic words containing taught GPCs - Read common contractions (I'm, can't we'll) and know that apostrophes represent omitted letters - Read aloud phonically decodable texts - Read pseudo words with accuracy, including vowel digraphs and trigraphs - Use phrasing within reading such as 'once upon a time', as modelled by the teacher - Attend to punctuation when reading, as modelled by the teacher - Refer to texts read previously - Track texts with eyes (pace of reading should not be dictated by finger reading) 	<ul style="list-style-type: none"> - Appreciate rhymes and poems and recite some by heart - Participate in discussion about what is read to them; take turns and listen to what others' say - Explain clearly their understanding of what is read to them - Begin to explain these ideas verbally or through pictures - Give my opinion including likes and dislikes - Retell familiar stories - Begin to discuss how events in stories are linked 	<ul style="list-style-type: none"> - Listen to discuss a wide range of poems, stories and non-fiction texts at a level beyond those that they can read independently