










Year 1 Reading Checklist - Working at age related expected standard



Skills	1	2	3	Skills	1	2	3	
Word Reading	I can blend sounds together to read unfamiliar words			Retrieval 	I can retrieve from age related fiction texts			
	I know the names and sounds of all the letters in the alphabet and give examples for each one				I can retrieve from age related non-fiction texts			
	I can match all of Set 2 sounds to their graphemes				I can skim and scan to find key words and information in texts (including longer texts)			
	I can match all of Set 3 sounds to their graphemes				What, Who, Where, When, Why? How much/many? True or false?			
	I can read all of Set 3 tricky words and can talk about which letters make which sound				Language 	I can discuss the meaning of new words, linking new meanings to those I already know		
	I can read some words ending in: s, es, ing, ed, er, est					I can use background information and vocabulary provided by the teacher to help me to understand a book		
	I can read some words which have been shortened with an apostrophe, such as I'm, I'll, we'll and say which letters have been removed			I can find words in a story which give me clues about a character or event				
	I can add -ing, -ed and er to verbs			What does the word ... mean in the text? Which word in the text tells you how ... was feeling? Which word/ words tell you that...? Which word means the same as...? Find a word which means....				
	I can read longer words which are made of two shorter words – for example 'sandpit'			Inference 		I can make inferences on the basis of what is being said and done in the text		
	I can read words with more than one syllable and break words into their different parts					I can clearly explain my understanding of what has been read to me		
	I can read some common exception words and note the unusual link between spelling and sound			Prediction 	I can link what I have heard or read to my own experiences			
	I can read books at my age related expectation with fluency and I am beginning to use some expression to interest my audience				Which words make you think that...? How can you tell that ...? Can you explain why...? Why did something happen? Why did someone do something? <u>How do you know?</u> How do you think someone is feeling/felt at a point in the story? <u>How do you know?</u>			
I can reread books I have read to build on fluency and confidence			Sequencing 		I can predict what might happen next in a text based upon what I have found out or think when reading			
Coverage					I am starting to justify my predictions using the text/ images/ title			
I can check that the text makes sense to me as I read, and correct any inaccurate reading			Sequencing 		From the cover/title, what do you think will happen in this story? What will happen next in the story? What makes you think that? What do you think the character will do/ say now?			
I can listen to and discuss a wide range of poems, stories and non-fiction texts at a level beyond that at which I can read independently					I can discuss the significance of the title and events in a text			
I am learning to appreciate rhymes and poems, and to recite some by heart				I can sequence events from a text				
I can recognise and join in with predictable phrases when reading as a class			Sequencing 	I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics				
I can take part in discussions about what is read to me, taking turns and listening to what others say				What happens first in the story? Sequence these sentences from the story. Sequence these events in the story. What happened before or after something?				