

**Ottershaw CofE Infant & Junior Schools
Year 1 Reading Grid**

WORKING AT AGE EXPECTED						
Word Reading						
Show fluency and confidence while reading familiar texts						
Respond quickly with the correct sound to graphemes (written letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. English Curriculum Appendix 1)						
Apply phonic knowledge and skills as a route to decode words						
Read words of more than one syllable that contain known GPCs (e.g. cowboy, playground).						
Read words with common endings(e.g. -s, -es, -ing, -ed, -er and - est endings						
Read Y1 common exception words (e.g. English Curriculum Appendix 1)						
Re-read to enhance fluency and confidence						
Checking text makes sense to them as they read and correcting inaccurate reading						
Discuss word meaning linking new meanings to those already known						
Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've)						
Locate retrieve and elaborate on information						
Answer simple questions about a text e.g. about character and plot (Retrieval questions).						
Use contents page and glossary in non-fiction books to locate information in response to simple questions						
Notice when the text does not make sense and re-read to self-correct any misread words						
Use inference and deduction to make interpretations						
Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages						
Draw on what they already know or background they have been given by the teacher						
Make simple inferences from the text						
Comment on events, characters or ideas in stories, making links to own experience supported by questioning						
Predict what might happen on the basis of what has been read so far						
Explain clearly their understanding of what has been read to them						
Understand structure, organisation and presentation						
Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts						
To recite some simple poetry by heart						
Use the contents page in a non-fiction text to select which sections of read						
Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries						
Understand language technique and style						
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics						
Recognise and join in with predictable phrases and simple recurring language						
Participate in discussion about what is read to them, taking turns and listening to what other say						
Understands themes conventions and text						
Comment on the significance of the title of a book and how this relates to the text						
GREATER DEPTH						
Word Reading						
Use punctuation and text layout to read with a greater range of expression and control						
Explain clearly what they have read						
Discuss meaning of unfamiliar words in context						
Sustain reading through longer sentences and paragraphs to gain meaning from texts						
Tackle more complex unfamiliar words using phonic knowledge, known vocabulary and syllables						
Use inference and deduction to make interpretations						
Answer questions and make some inferences on the basis of what is being said and done						
Understand language technique and style						
Compare, contrast and evaluate text						
Begin to make links with books they are reading and books they have read.						

