

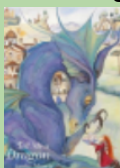

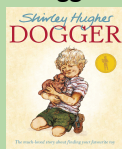





Year 1

End Points for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Texts:	The Bog Baby 	Where the Wild Things Are 	Tell Me a Dragon 	The Three Billy Goats Gruff 	Dogger 	The Magic Paintbrush 
Decode / word-reading: phonics tricky words alphabet use of dictionary	LW Revise Phase 3 -4 graphemes. Introduce LW Phase 5 Children read books closely matched to their developing phonic knowledge Apply phonic knowledge and skills for all 40+ phonemes Review tricky words Phase 2-4 LW Autumn 1	LW Phase 5 graphemes Children read books closely matched to their developing phonic knowledge Apply phonic knowledge and skills for all 40+ phonemes Read Phase 5 tricky words LW Autumn 2	LW Phase 5 graphemes Children read books closely matched to their developing phonic knowledge Children recognise alternative sounds for graphemes. Read Phase 5 tricky words LW Spring 1	LW Phase 5 graphemes Automatic decoding is beginning to be embedded Children recognise alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words using the GPCs they know; Read Phase 5 tricky words LW Spring 2	LW Revise Phase 3-5 graphemes Automatic decoding is beginning to be embedded Read words of more than one syllable that contain the taught GPCs; Re-read books to gain confidence with word reading. Read contracted words and words containing suffixes fluently Read all tricky words Y1 (recap)	LW Secure Phase 5 Automatic decoding is embedded Read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words. Read contracted words fluently. Read words containing suffixes fluently. Read all tricky words Y1 (consolidation and challenge)
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Locate and discuss the title and how it relates to the events in the text e.g. <i>Where can you find the title of the story? Why do you think the author chose the title of this book?</i>	Locate and discuss the title and how it relates to the events in the text e.g. <i>Who is Max? Who are the Wild Things? Where do they live?</i>	Discuss words and phrases that capture the reader's interest and imagination e.g. <i>"My dragon is sparked with stardust and all night he follows the silver-moon lit path across the sky"</i>	Explain key facts about what is read to them from a familiar story e.g. key characters, places and events; <i>Why did the Billy Goat want to cross the bridge? Was there another way? What happened when...? How did the billy goat feel when...?</i>	Identify and scan keywords within a text to retrieve information e.g. <i>Who took Dogger? Why did she take the toy? How does Dave feel about it?</i>	Recognise and discuss words and phrases which locate information found explicitly in the text; e.g. <i>Can you find a word which means....? Find two adjectives in the story that describe...What does this word mean? How can we find out?</i>
Inferential understanding: prediction	Children discuss the significance of the title and events	Children begin to predict what might happen next on the basis of what has happened so far	Children begin to make inferences when a book is read to them E.g. <i>What sort of</i>	Children confidently predict what might happen next on the basis of what has happened so	Retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.	Children confidently make inferences when a book is read to them E.g. <i>How does Shen escape?</i>



Year 1

End Points for Reading

sequencing events summary nuanced vocabulary	E.g. What is a bog baby? Where do you think a bog baby is found? Why? Children begin to discuss new word meanings E.g. <i>What is a bog? How do you know?</i>	E.g. What will Max do next? What makes you think this?	dragon is this? How do you know? Why might this dragon act in a certain way?	far E.g. What will the troll do? What will the billy goat do? Why do you think this?	Make inferences based on what is being said and done. E.g. <i>How is Dave feeling? Why?</i>	How does she use her magic paintbrush to escape prison?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Develop a love of reading; listen to <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i> ; talk about words they know or like; participate in discussion about the text, <i>taking turns and listening to others</i> e.g. <i>Can you draw a bog baby using the author's description "he had boggly eyes and a spiky tail"</i>	Discuss the sequence of events in stories, retelling these orally and in writing e.g. <i>Rehearse and orally retell the story. Using the picture cues from the text, what does the author want us to imagine? If you were Max, which fantasy land would you travel to?</i>	Begin to link new meanings to known vocabulary Eg. <i>My dragon eats sweet perfumed flowers. Why does the author use adjectives to describe dragons? What does it mean when the author uses.... to describe?</i>	Recognise simple recurring literary language E.g. <i>"Who's that trip trapping over my bridge"</i>	Participate in <i>discussion about texts</i> that are read to them, taking turns and listening to others E.g. <i>Have you got a toy that is special to you? How would you feel if you lost it? How can we care for our toys</i>	Talk about how different items of information in non-fiction texts are related Eg. <i>What do you know about China? What do dragons symbolise in China? What information can you retrieve about China using non-fiction texts?</i>
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	Read 10-15 CEW words automatically by sight Read 5 words with contractions Read 5 words with suffixes Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent Read unfamiliar words containing all common graphemes by sounding them out in books matched closely to word reading knowledge	Read 15-20 CEW words automatically by sight Read 10 words with contractions Read 10 words with suffixes Read words containing plural endings s/es Read unfamiliar words containing all common graphemes by sounding them out in books matched closely to word reading knowledge	Read 20-30 CEW words automatically by sight Read 15 words with contractions Read 15 words with suffixes Read unfamiliar words containing all common graphemes without undue hesitation, sounding out where necessary Check that text makes sense to them as they read and correct inaccurate reading	Read 30-40 CEW words automatically by sight Read compound words using Phonics Screening Check Read 20 words with suffixes Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending Read unfamiliar words containing all common graphemes without undue hesitation	Read 40-45 Y2 CEW automatically by sight Confidently read compound words using Phonics Screening Check Read above 20 words with suffixes Recite familiar poems by heart Automatic decoding is embedded and reading is fluent	Read all Y1 CEW automatically by sight Read all suffix words automatically by sight Read contracted words by sight Read compound words by sight Automatic decoding is embedded and reading is fluent Recite familiar poems by heart