



My Year 1 Learning Journey for Reading

		I am Working Towards Year 1's objectives with support (Emerging)	I am Working Towards Year 1's objectives (Developing)	I am Achieving Year 1's objectives (Secure)
Decoding	1	I can read a range of familiar and common words and simple sentences independently, often using the pictures to help me. I notice some of my mistakes and can sometimes correct them with help.	I can independently read a complete book or story at my appropriate reading level).I can read slowly from word to word and decode most words accurately. My mistakes are often sensible alternatives which I guess using phonics and context or pictures. I sometimes notice punctuation. I often notice and try to correct my mistakes. (At least Oxford Reading Tree Level 4 with no support or PM 11/12.)	<b>*I can independently read</b> a complete book or story <b>at my appropriate reading level with some fluency, confidence and expression.</b> I notice full stops and question marks. I usually use phonic strategies and sometimes context cues to work out unknown words. I notice and try to correct most of my mistakes. (At least Oxford Reading Tree Level 6 with no support or PM 15/16. 1:1 assessment)
	2	I can read CVC (consonant(s) -vowel-consonant(s)) words eg hat, chip and other short words by using my phonics and blending sounds together.	I can often read words I don't know by using my phonics and blending sounds together, including digraphs and twin long vowel sounds. (Phase 3/4 Letters & Sounds)	<b>* I can read words I don't know by using my phonics and blending sounds together,</b> including consonant clusters and long vowel phonemes. (Phase 5 Letters & Sounds)
	3	I can read most common exception words ('tricky' words that don't follow usual spelling rules) from Phase 3 Letters & Sounds.	I can read most common exception words ('tricky' words that don't follow usual spelling rules) from Phase 3/4 Letters & Sounds.	<b>*I can easily read most common exception words</b> ('tricky' words that don't follow usual spelling rules) <b>for Year 1</b> (Phase 5 L&S) eg their, people, asked.
	4	I can read some words with two syllables containing grapheme (letters or groups of letters) and phoneme (sound) patterns that I have been taught in Reception (Phase 2/3 Letters & Sounds)	I can read most words with two or more syllables containing grapheme (letters or groups of letters) and phoneme (sound) patterns that I have been taught in Reception (Phase 3/4 Letters & Sounds) eg chimpanzee, Manchester.	<b>*I can read words with two or more syllables containing grapheme (letters or groups of letters) and phoneme (sound) patterns that I have been taught in Year 1</b> (Phase 5 Letters & Sounds) eg December, measurement.
	5	I can read many familiar words where an -s ending has been added.	I can usually read familiar words where an ending has been added.	<b>I can</b> nearly always <b>read familiar words where an ending has been added</b> eg -s, -es, -ing,-ed,-er,-est (Appendix 1)
Range of Reading, Enjoyment, Response	6	I can say if I like a book and say what my favourite part was.	I can name a book or story that I have enjoyed and say why. When reading stories, books and poems, I can say which my favourite part was, often explaining why.	<b>*I can name several books, poems or stories that I have enjoyed and say why I have enjoyed them. When reading stories, books and poems, I can say what I liked about them and which my favourite part was, explaining why.</b>
Understanding	7	I can talk about and sometimes try to guess the meanings of words with some help.	I can talk about and often explain or try to guess the meanings of words, sometimes starting to link these to words I already know.	<b>*I can talk about and explain or try to guess the meanings of words,</b> starting to link these to words I already know.



Understanding (Comprehension)	8	I can often make a prediction about what might happen next, sometimes giving a reason for my prediction.	I can make a sensible prediction about what might happen next, sometimes giving a reason for my prediction linked to what has happened in the story so far or linked to my own experiences.	<b>*I can make a sensible prediction about what might happen next</b> , nearly always giving a reason for my prediction linked to what has happened in the story so far or linked to my own experiences.
	9	I can, with support, make a simple inference about a character.	I can make simple inferences about characters.	<b>* I can make simple inferences about characters from what has been said and done</b> eg why they are feeling a certain way and often give a reason for my inference.
	10	I can talk about the title of a book with help and sometimes link the title to what has happened in the book.	I can talk about the title of a book and sometimes link the title to what has happened in the book.	<b>*I can talk about the title of a book</b> , predicting what the book might be about before I read it and linking the events in the book to the title after I have read it. Eg 'We are Going on a Bear Hunt', is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'
	11	I can re-tell some simple favourite stories, fairy stories and traditional tales with help, including the opening, ending and some main events.	I can re-tell some simple favourite stories, fairy stories and traditional tales, including the main characters, opening, ending and some main events in order.	<b>*I can re-tell the main events of familiar stories, fairy stories and traditional tales story in order.</b>
	12	I can sometimes remember information to answer simple oral questions about a non-fiction book that has been read to me, with help.	I know that non-fiction books contain information and can sometimes use a non-fiction book to answer simple questions.	I can mostly tell the difference between fiction (story) and non-fiction (information) books. <b>I can use a non-fiction book to look for information</b> , often finding facts to answer 'how' and 'why' questions that I or another person have asked.

My Learning Reflection		
	This term, in my reading, I have done well with...	My next step in my reading is to...
<b>Autumn:</b>		
<b>Spring</b>		
<b>Summer</b>		



**DO NOT PRINT**

Notes:

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.

For all references to The Letters and Sounds Phases, please refer to the Letters and Sounds Appendix and Overview.

- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.