Year 1 READING TAF

Working towards the expected standard

- I can apply phonic knowledge to decode regular words.

- I can apply phonic knowledge to attempt to read some common irregular words.

- I can respond with increasing confidence and accuracy, giving the correct sound to graphemes for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.

- I can read some common exception words

- I can read and understand simple sentences.

- I can demonstrate a pleasure in reading and a motivation to read

- I can listen whilst others read to me and show understanding.

- I can simply retell familiar stories.

- I can recognise and join in with predictable phrases in a text.

- I can check that a text make sense to me as I read and begin to self-correct.

- I can join in with discussions about a text.

Working at the expected standard

- I can blend sounds in unfamiliar words using the GPCs I have been taught.

- I can respond speedily and give the correct sound to graphemes for all of the 40+ phonemes.

- I can read most common exception words.

- I can read words containing taught GPCs.

- I can read words containing different endings. Including: -s, -es, -ing, -ed and -est

- I can read words with contractions Including: I'm, I'll, we'll

- I can read texts that are consistent with my developing phonics knowledge accurately and do not require me to use other strategies to work out words.

- I can re-read texts to build up fluency and confidence in word reading.

- I can demonstrate a pleasure for reading and a motivation to read.

- I can link what I have read or heard read to my own experiences.

- I can listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.

- I can retell familiar stories in increasing detail

- I can recite simple poems by heart.

- I can discuss word meaning and link new meanings to those I already know.

- I can check that a text makes sense to me as I read it and to self-correct.

- I can predict what might happen next on the basis of what I have read so far.

- I can begin to make simple inferences.

- I can discuss the significance of titles and events.

- I can join in discussions about a text, take turns and listen to what others say.

Year 1 READING TAF

Working at greater depth

- I can read texts that are more complex and beyond my chronological age.

- I can read other words of more than one syllable that contain taught GPCs.

- I can read unfamiliar words by applying my knowledge of alternative graphemes for phonemes.

- I can read words with contractions and understand that the apostrophe represents the omitted letters. Including: I'm, I'll, we'll

- I can continually demonstrate a pleasure in reading and a motivation to read.

- I can discuss my reading preferences, including my favourite authors and genres.

- I can retell familiar stories in much detail and consider their particular characteristics.

- I can clearly explain my understanding of both the texts I can already read accurately and fluently, and those I listen to.

- I can check that a text makes sense to me as I read and use this to self-correct.

- I can make sensible predictions supported by evidence.

- I can make inferences based on what is being said and done.

- I can use age-appropriate, non-fiction texts to extract information.

- I can contribute confidently in discussions about a text, take turns and listen to what others say.