Hogarth Academy

Year 1

Developing	Dates for evidence					
Word Reading						
I am beginning to apply phonics to segment and blend unfamiliar words						
I can identify some phonemes (digraphs and trigraph) with speed						
I can blend sounds in unfamiliar words containing GPCs that have been taught, with increasing accuracy						
I can read some taught common exceptions words with increasing accuracy						
I am beginning to read some words containing –s, –es, –ing, –ed, –er and –est endings						
I can read CVC and CCVC words with accuracy						
I can read some words with contractions for omission such as; I'm can't						
I can read books aloud, accurately, that are consistent with their developing phonic knowledge with the addition of picture clues						
I can read Orange stage books.						
Comprehension						
I can listen to and discuss poems, stories and non-fiction, at my appropriate level.						
I can make links to stories, in relation to own experiences.						
I am becoming familiar with key stories, fairy stories and traditional tales (with pictorial support), and can retell with support.						
I can recognise and join in with predictable or repetitive phrases.						
I am learning to appreciate simple rhymes and poems.						
I can discuss word meanings, in a known and familiar context						
I can make simple inferences based on my own experiences and prior knowledge (with support e.g pictures, key words, adults)						
I am able to reread corrections, when it is drawn to my attention						
I can make simple reference to the main events of a known story						
I can make predictions based on previous experiences, in an appropriate text (read themselves or by an adult)						
I can participate in discussion about what has been read, taking turns and listening to what others say						

Secure

Word Reading						
I can apply phonic knowledge and skills as the route to decode words.						
I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.						
I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.						
I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.						
I can read words containing –s, –es, –ing, –ed, –er and –est endings.						
I can read other words of more than one syllable that contain taught GPCs.						
I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).						
I can read aloud with pace and fluency, taking into account a range of punctuation . ? ! " "						
I can reread books to build up their fluency and confidence in word reading.						
I can read Turquoise stage books.						
Comprehension						
I can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.						
I am being encouraged to link what I have read or heard to my own experiences.						
I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.						
I can recognise and join in with predictable phrases.						
I can appreciate rhymes and poems, and to recite some by heart.						
I can discuss word meanings, linking new meanings to those already known.						
I can draw upon what I already know or on background information and vocabulary provided by the teacher.						
I can find information in a text.						
I can check that the text makes sense as I read, and can correct inaccurate reading.						

I can discuss the significance of the title and events.						
I can make inferences on the basis of what is being said and done.						
I can predict what might happen on the basis of what has been read so far.						
I can participate in discussion about what has been read, taking turns and listening to what others say.						
I can explain clearly my understanding of what has been read.						