

End Points which show Progression of knowledge, understanding and skills in Reading Year Group 1

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts						
Super Six						
<u>Quality text</u>	Lost and Found	Peace at Last	Dogger	Avocado Baby	Beegu	Where the Wild Things Are
<u>Rhyming text</u>	Giraffe Can't Dance	Oi Duck-Billed Platypus	The Go-Away Dogger	The Gecko and the Echo	How Many Legs?	The Everywhere Bear
<u>Diverse text</u>	Billy and the Beast	Leo and the Octopus	Fabulous Frankie	Mama and Mummy and Me in the Middle	Wanda	Splash
<u>Traditional/twisted tale</u>	Little Red Reading Hood	Wolfie's Secret	The Magic Crayon	Snowy White	Watchout Wolf	Cinderfella
<u>Wellbeing/growth mindset text</u>	Ruby's Worry	The Lonely Beast	Sully the Seahorse	The River	The Whale Who Wanted More	The Magical Yet
<u>Environmental text</u>	Tidy	The Tree	Somebody crunched Colin	The Lumberjack's Beard	The Odd Fish	Clean Up!
Decode / word-reading: phonics, tricky words						
Decode / word-reading:	Consolidate: Recognise and read some common exception words from level 2-4.	Introduce: Some common exception words from the Y1 list.	Practise: Some common exception words from the Y1 list.	Practise: read a range of common exception words from the Y1 list	Develop: read a range of common exception words from the Y1 list with	Embed: read a wide range of common exception words (Y1 list).

					growing independence	
	Consolidate: Segment sounds in simple words and blend them together and to recognise at least 10 digraphs.	Introduce: Reading words containing the sounds 'ay', 'oy', 'ie', 'ea', 'a_e', 'i_e', 'o_e'	Practise: Reading words containing the sounds 'ay', 'oy', 'ie', 'ea', 'a_e', 'i_e' and 'o_e' Introduce: Reading words containing the sounds 'u_e', 'e_e', 'ou', 'ir' and 'ue'	Practise: Reading words containing the sounds 'u_e', 'e_e', 'ou', 'ir' and 'ue' Introduce: Reading words containing the sounds 'aw', 'au', 'ow', 'oe', 'wh' 'ph',	Practise: Reading words containing the sounds 'aw', 'au', 'ow', 'oe', 'wh' 'ph', Develop: Reading words containing all previously taught sounds.	Embed: apply phonic knowledge for all 40+ phonemes and blend these in unfamiliar words. .
				Introduce: Reading words containing the suffix, -ed, -s and -es	Practise: Reading words containing the suffix, -ed, -s, -es Introduce: Words containing the suffix, -ing, -er and -est	Develop: to read words containing a range of endings .
	Consolidate: Link sounds to letters, naming and sounding the letters of the alphabet		Introduce: Reading words with long vowel sounds Introduce: Reading words with the alternative pronunciations, 'ch' saying /c/, and 'ch' saying /sh/	Practise: Reading words with long vowel sounds and alternative pronunciations, 'ch' saying /c/ and 'ch' saying /sh/' Introduce: Reading words with the alternative pronunciations, 'y' saying /ee/ and 'g' saying /j/	Practise: Reading words with the alternative pronunciations, 'y' saying /ee/ and 'g' saying /j/. Introduce: Reading words with the alternative pronunciations, 'ea' saying /ee/, 'ie' saying /ee/ and 'tch' saying /ch/	Introduce: Reading words with the alternative pronunciations, 'are' and 'ear' saying /air/ and 'ore' saying /or/ Develop: to read words of more than one syllable that contain the taught GPCS, including alternative pronunciations.
Comprehend, locate and retrieve: vocabulary, characters, settings, events, information, justify using text – 1A						

Comprehend, locate and retrieve:		Introduce: to use their growing vocabulary knowledge to recognise words which locate information found explicitly in the text with support	Practise: to use their growing vocabulary knowledge to recognise words which locate information found explicitly in the text with support	Practise: to use their growing vocabulary knowledge to recognise words which locate information found explicitly in the text with occasional support	Develop: to use their growing vocabulary knowledge to recognise words which locate information found explicitly in the text.	Embed: to use their growing vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.
	Consolidate: Use visual literacy to find information from a picture.	Introduce: To explain facts about what is read to them with support.	Practise: To explain facts about what is read to them with occasional support.	Practise: To explain facts about what is read to them including who and what questions.	Practise: To explain facts about what is read to them including when, where and which questions. Develop: To explain facts about what is read to them including who and what questions.	Embed: to explain key facts about what is read to them from a variety of texts. To retrieve answers to simple literal who, what, where, when, which, who and how questions.
Inferential understanding: prediction, sequencing events, summary, nuanced vocabulary – content domain 1D and 1A						
Inferential understanding:	Introduce: to make simple inferences when a book is read to them with support	Practise: to make simple inferences when a book is read to them with support	Practise: to make simple inferences when a book is read to them with support	Practise: to make simple inferences when a book is read to them with occasional support	Develop: to make simple inferences when a book is read to them	Embed: to make simple inferences when a book is read to them
	Consolidate: sequence a story which has been read to them with support	Practise: sequence a story which has been read to them with occasional support Introduce: to begin to make simple	Develop: sequence a story which has been read to them. Practise: to predict what might happen next in a sequenced	Practise: to predict what might happen next in a sequenced story read to them with support.	Develop: to predict what might happen next in a sequenced story read to them with occasional support.	Embed: to predict what might happen next in a sequenced story read to them.

		predictions when discussing core texts.	story read to them with support.			
				Introduce: To discuss word meanings of simple words with support	Practise: To discuss word meanings of simple words with occasional support	Embed: to discuss word meanings of simple words.
Respond to text: evaluation, response to author, authorial effect and intent, effect of vocabulary.						
Respond to text:	Consolidate: show pleasure in stories being read to them and enjoy sharing poems.	Introduce: listen to a range of high-quality books which are beyond those they can read by themselves.	Practise: listen to a range of high-quality books which are beyond those they can read by themselves and begin to discuss with support	Practise: listen to a range of high-quality books which are beyond those they can read by themselves and begin to discuss with occasional support.	Develop: listen to and discuss a range of high-quality books which are beyond those they can read by themselves.	Embed: listen to and discuss a wide range of high-quality books which are beyond those they can read by themselves to develop a love of reading.
	Consolidate: May pick a favourite character or a favourite story and may be able to say why.		Practise: Participate in discussion about the text, drawing links between the text and some of their own experience with support.		Develop: Participate in discussion about the text, drawing links between the text and some of their own experience with occasional support.	Embed: Participate in discussion about the text, drawing links between the text and some of their own experience.
	Consolidate: Sometimes read a familiar text aloud to themselves, remembering the words they have heard.		Introduce: listen to unfamiliar words in texts read aloud to them and talk about words they know or like with support.	Practise: listen to unfamiliar words in texts read aloud to them and talk about words they know or like with support.	Develop: listen to unfamiliar words in texts read aloud to them and talk about words they know or like with support.	Embed: listen to unfamiliar words in texts read aloud to them and talk about words they know or like.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending, automaticity, phrasing appropriate to meaning – 70 WPM						
Fluency and phrasing			Consolidate: Join in with a refrain during group recitation; recite some familiar	Introduce: To recognise and join in with predictable phrases.	Introduce: to recite some familiar complete rhymes and songs by heart.	Embed: to recite some familiar complete rhymes

			rhymes and songs by heart.		Practise: To recognise and join in with predictable phrases.	and songs by heart; and recognise and join in with predictable phrases.
			Introduce: check that it 'sounds right' when a text is read aloud.	Practise: Begin to read aloud, checking that it 'sounds right' and that the text makes sense to them.	Develop: read aloud, checking that it 'sounds right' and that the text makes sense to them with support.	Embed: read aloud, checking that it 'sounds right' and that the text makes sense to them.
	Consolidate: Begin to have favourite texts, which they ask for repeatedly.		Introduce: To begin to re-read favourite books as a class.	Practise: To begin to re-read favourite books as a group.	Develop: To begin to re-read favourite books in a group with growing independence.	Embed: to re-read favourite books to themselves, to gain confidence with word reading and fluency