Year 1 reading

Key performance indicator	Performance standard
Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reads accurately by blending sounds in unfamiliar words Reads common exception words Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Develops pleasure in reading, motivation to read, vocabulary and understanding by: 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; 2. becoming very familiar with key stories, fairy stories and traditional tales. Understands both the books they can already read accurately and fluently and those they listen to by: 1. checking that the text makes sense to them as they read; 2. as they read, correcting inaccurate reading; 3. discussing the significance of the title and events; and 4. predicting what might happen on the basis of what has been read so far.	**With reference to the KPIs** By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically A child can: • read words with suffixes with support to build on the root words that can be read already; • retell some familiar stories that have been read and discussed with them or that they have acted out; • listen to stories, poems and non-fiction that cannot yet be read independently; • understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and • take part in a discussion, considering the opinions of others, with support.