



# Reading milestones Year 1

|    | Word reading   | Comprehension  |   |  |   | Inference   | Language for effect  | Themes and conventions   |
|----|--|--|---|--|---|---|--|--|
|    |  | Clarity  | Summarise   | Select and review  | Respond and explain   |   |  |  |
| M1 | respond speedily with the correct sound to graphemes that have been taught<br>read accurately by blending sounds in unfamiliar words with GPCs that have been taught<br>read red words that have been taught<br>read aloud accurately books that are consistent with developing phonic knowledge | understand books they can read and those listened to<br>check that reading makes sense as they read                                    |   | Participate in discussion about what is read to them, taking turns to listen to what other say | Develop pleasure in reading, motivation to read, vocabulary and understanding- be encouraged to link what they read to own experiences<br>Ask questions about characters and events<br>Express opinions about characters and events | predict what might happen on the basis of what has been read so far | recognize and join in with repeated phrases  | become familiar with key stories, fairy tales and traditional tales begin to appreciate rhymes and poems and to recite some by heart<br>discuss the significance of the title and events |
| M2 |  | Correct inaccurate reading<br>Develop understanding by drawing on what already know and background information provided by the teacher | Recall the main points of a narrative in the correct sequence |  | explain clearly understanding of what is read to them   | make inferences on the basis of what is being said and done         | identify how repetitive words, patterns and phrases add to the enjoyment of the text | understand the difference between fiction and on fiction use- story, fairy story, poem, rhyme, cover, title, author  |
| M3 | Read words with contractions   | Discuss word meanings, linking new meanings to those already known   |   | find some key points in a story or key facts from an information text                          | talk about significant features of layout e.g. enlarged text, bold, italic  |   | read aloud own writing clearly enough to be heard by others                          | retell familiar stories and consider their particular characteristics  |