|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strand | Target |  | | |
| Text | **Able to read and demonstrate understanding of books in PM/RR bands 17-18 (turquoise)/ORT Stage 7/RWI pink/orange/reading age 6-6.5** |  |  |  |
| Word reading | **Able to use phonic knowledge to decode books accurately that have the phoneme / grapheme correspondences in that I know** |  |  |  |
| **Able to respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes** |  |  |  |
| **Able to read phase 2/RWI green/purple/Jolly Phonics sets 1-5 graphemes and words containing all 40+ phonemes including alternative sounds for graphemes** |  |  |  |
| **Able to read phase 3/RWI pink/Jolly Phonics sets 6-7 graphemes and words containing all 40+ phonemes including alternative sounds for graphemes** |  |  |  |
| **Able to read phase 5/RWI yellow graphemes and words containing all 40+ phonemes including alternative sounds for graphemes** |  |  |  |
| **Able to read exception / tricky words from phase 2/RWI green/purple/Jolly Phonics sets 1-5 to phase 5/RWI yellow and spot unusual letter sound correspondences.** |  |  |  |
| **Able to read words containing graphemes I know that have endings -s, -es, -ing,-ed, -ed, -er, and -est** |  |  |  |
| **Able to read words with more than one syllable that contain graphemes I know** |  |  |  |
| Able to read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll |  |  |  |
| Wider decoding skills | Able to re-read sentences and books to build up fluency and confidence in word reading |  |  |  |
| Comprehension strategies | **Able to understand what they read and can retell it in sequence** |  |  |  |
| Able to talk about word meanings and link new meanings to these |  |  |  |
| **Able to check the text makes sense to them as they read and they self-correct when they make mistakes** |  |  |  |
| **Able to make inferences on the basis of what is being done** |  |  |  |
| Beginning to link what they read or hear read to their own experiences |  |  |  |
| Response to text | Becoming very familiar with key stories, fairy stories and traditional tales and can retell them |  |  |  |
| Able to listen to and discuss a wide range of poems, stories and non-fiction |  |  |  |
| **Able to explain clearly what they understand when someone reads to them** |  |  |  |
| Learning to appreciate rhymes and poems and can recite some by heart |  |  |  |

**St Thomas Aquinas Catholic Multi-Academy Trust**

Year 1 Reading Statements