



YEAR 1 READING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 1 using stage appropriate texts
Apply phonic knowledge as a route to decoding words.
To name some letters of the alphabet.
Segment simple spoken words into phonemes.
Identify some graphemes correctly.
Read many common exception words from the Year 1 list.
Is aware of full stops.
Sequence pictures to retell a known short narrative.
Recognise and join in with predictable phrases.
Be familiar with key stories.
Working at expected standard for Year 1 using age appropriate texts
Respond speedily with the correct sound to the 40+ phonemes.
Read most common exception words from the Year 1 list.
Read accurately many words (1 – 2 syllables) by blending sounds in unfamiliar words containing the GPCs which have been taught.
Sound out some unfamiliar words accurately.
To use the correct sound for upper and lower case letters.
Read words containing suffixes such as s, es, er, ing, ed, est
Uses full stops when reading.
Check the text makes sense to them and correcting inaccurate reading.
Start to use expression for exclamation marks and question marks.
Use the illustration to suggest meanings to unfamiliar words.
Discuss word meaning making links to known words.
Retrieve basic information with teacher support.
Be familiar with key stories knowing the characteristics e.g. traditional tale could start one upon a time.
Sequence events from key stories.
Answer questions – in conjunction with the teacher - and make simple inferences about a book they are very familiar with.
In discussion with a teacher, predict what might happen based on a story's events so far.
Working at greater depth within Year 1
Read accurately many words (1-3 syllables) by blending sounds in unfamiliar words containing the GPCs which have been taught.

Read accurately many words by blending sounds in unfamiliar words containing the GPCs which have been taught without overt sounding and blending.
Use punctuation to support expression.
Read words with contractions understanding that the apostrophe replaces omitted letters.
Compare similarities and differences between key stories.
Retrieve basic information.
Answer questions – in conjunction with the teacher - and make simple inferences about a book they have read themselves.
Predict what might happen based on a story's events so far.

WHAT IS GREATER DEPTH?

In addition to the term *end of year expectations*, the term *greater depth* is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.