



ST. JOHN BOSCO RC PRIMARY SCHOOL

Reading KPI's						Year Group:	1
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	
Fiction	<ul style="list-style-type: none"> Automatic recognition of high frequency words taught so far Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds Make phonetically plausible attempts to read words that have not been learnt Identify predictable and repeated phrases in reading and role-play Read sentences taking account of simple punctuation e.g. full stops Recall basic features of stories Check that text makes sense as they read, e.g. self-correction Read and follow simple instructions 	<ul style="list-style-type: none"> Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds Automatic recognition of high frequency words taught so far Begin to divide words into syllables to read Retrieve basic information about a character using pictures and simple language Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Identify traditional story language and comment on its use Identify key events and use to sequence Predict what might happen based on what has been read so far 	<ul style="list-style-type: none"> Children to discuss the story and consider the setting, character Retrieve basic information about setting, something or someone Read taking account of wider punctuation such as exclamation marks 	<ul style="list-style-type: none"> Identify the features of factual texts: instructions and reports, identify features of story texts. Identify and comment on descriptive language Draw on their existing vocabulary to speculate on the meaning of new words and explain any links Predict what might happen based on what has been read so far 	<ul style="list-style-type: none"> Read all key words/HFW Read phnically two-syllable and three-syllable words Express personal responses, including likes and dislikes; give some reasons linked to own experiences 	
GDS	<ul style="list-style-type: none"> Read sentences using awareness of punctuation such as question marks and exclamation marks Make simple connections between texts e.g. 'This is like a traditional tale because there's and evil witch/a bad wolf' Show some inference at a basic level Make suggestions about what will happen next in the story based on what has happened so far 	<ul style="list-style-type: none"> Read sentences using awareness of punctuation such as question marks and exclamation marks Read common words with contractions and show some awareness of the use of the apostrophe to represent letters Show some inference at a basic level Make suggestions about what will happen next in the story based on what has happened so far 	<ul style="list-style-type: none"> Begin to understand how written language can be structured in order Identify basic similarities and differences between their own experiences and that of story characters Express personal responses, including likes and dislikes; give some reasons linked to own experiences 	<ul style="list-style-type: none"> Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases Independently read aloud phonetically decodable texts ant an age appropriate level (Phase 5) 	<ul style="list-style-type: none"> Independently and confidently when encountering a new word 	<ul style="list-style-type: none"> Decode words, applying phonics knowledge Independently and confidently when encountering a new word Read all common exception words at and common suffixes and Phase 5 Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features Explain, describe and reason about patterns and language of familiar stories Make connections between texts Begin to identify the effect on the reader 	



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Non-Fiction	<ul style="list-style-type: none"> Children can identify fiction/non-fiction texts Read and follow simple instructions 	<ul style="list-style-type: none"> Discuss word meaning, linking new meanings to those already known Make suggestions about what should happen next, based on a sequence of events 	<ul style="list-style-type: none"> Draw on existing vocabulary to speculate on the meaning of new words Describe the difference between a story and a first-person recount 	<ul style="list-style-type: none"> Understand contents page and glossary Begin to locate information 	<ul style="list-style-type: none"> Recognise a range of non-fiction books Identify the features of a non-fiction text 	<ul style="list-style-type: none"> Retrieve simple facts and data from text Locate pictures, captions, data to support questions 	
	<ul style="list-style-type: none"> Recall key events using words like first, next, after, when 	<ul style="list-style-type: none"> Recall key events using words like first, next, after, when 	<ul style="list-style-type: none"> Read own writing to check it makes sense 	<ul style="list-style-type: none"> Independently read aloud phonetically decodable texts at an age appropriate level (Phase 5) 	<ul style="list-style-type: none"> Independently and confidently when encountering a new word 	<ul style="list-style-type: none"> Independently and confidently when encountering a new word 	
Poetry	<ul style="list-style-type: none"> Know the structure of acrostic poems discuss word meanings, linking new meanings 	<ul style="list-style-type: none"> Explain the term alliteration and identify it in texts/poems Show automatic recognition of HFW taught Begin to divide words in syllables to read 	<ul style="list-style-type: none"> Explain how to create a shared poem Explain their choice of vocabulary 	<ul style="list-style-type: none"> Read in unison with whole class Automatically read most of the common exception words taught so far 	<ul style="list-style-type: none"> Children infer the meaning, answer of a riddle Predict what might happen based on what has been read so far 	<ul style="list-style-type: none"> Express personal responses including likes and dislikes Give some reasons based on own experiences 	
	<ul style="list-style-type: none"> Read sentences using awareness of punctuation such as question marks and exclamation marks 		<ul style="list-style-type: none"> Express personal responses including likes, dislikes Give some reasons linked to own experience 			<ul style="list-style-type: none"> Explain the purpose of the punctuation in texts read Begin to identify the effect on the reader 	