MPPS Y1 Reading Progression Statement

Working Towards the Expected Standard in Y1	
Response to Reading	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
	Anticipate – where appropriate – key events in stories
Making Sense of a Text	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently taught vocabulary
Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs;
	Read words consistent with their phonic knowledge by sound-blending;
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Read words with adjacent consonants and short vowels
	Begin to read tricky words including - I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today
Working at the Expected Standard in Y1	
Word Reading	Read words including phase 4 and 5 (set 1) GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn
	Read and understand simple sentences
	Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words
	Read books with appropriate expression and intonation
	Re-read books to build up fluency and confidence in word reading
Vocabulary (1a)	Talk about what words mean and learn new vocabulary to understand what has been read
	Make links to words already known
Retrieval (1b, 1c)	Retell familiar stories in the correct sequence
	Check the text makes sense
Inference (1d, 1e)	Talk about characters' feelings
	Make inferences based on what is being said and done
Working at Greater Depth in Y1	
Word reading	Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without overt sounding and blending /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
	read sufficiently fluently to be able to focus on understanding rather than on decoding individual words
	Recognise all GPCs in alien words considering alternative pronunciations.
Vocabulary (1a)	Talk about what words mean and learn new vocabulary to understand what has been read
Retrieval (1b, 1c)	Correct inaccurate reading
	Answer basic retrieval questions
Inference (1d, 1e)	Explain what has happened so far in what they have read
	Make inferences based on what they have read so far