



Repton Manor Primary Reading Framework - Year 1

Name: _____

| W | Autumn | Spring | Summer |
|---|---|--|--|
| o | I can apply growing phonic knowledge to decode some words, using the GPCs taught. | I can apply phonic knowledge to decode unfamiliar words containing GPCs taught, some with more than one syllable. | I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. I can read words with more than one syllable. |
| r | I know how to segment and blend sounds in some unfamiliar words. (I am in at least pink RWI group). | I can read accurately by blending sounds in unfamiliar words. (I am in at least orange RWI group). | I can confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts. (I am in at least yellow RWI group). |
| e | I can read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me. | I can read a range of simple common exception words e.g. the, said, they, once, she, friend, school. | I can confidently and accurately read the full range of common exception words for YR 1 (NC Spelling appendix 1). |
| a | I can read words with the suffixes -s, -ing. | I can read words with the suffixes -s, -es, -ing, -ed. | I can read words with the suffixes -s, -es, -ing, -ed and -est. |
| d | I can read a growing number of pseudo (alien) words, with set 1 digraphs and CVC words. | I can read contractions e.g. I'm, can't, we'll. | I can read a wide range of contractions. |
| i | | I can read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. | I can read pseudo (alien) words with accuracy and fluency. |
| n | | | |
| C | I am familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics. | I am familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. | I securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support. |
| o | I use picture clues to deepen my understanding. | I use the context to make informed guesses about the meaning of unfamiliar words. | I discuss the meaning of unfamiliar words with others. |
| m | With support, I can answer literal questions about a familiar book that is read to me. | I can answer literal questions about a familiar book that is read to me. | I can answer questions about a familiar book that is read to me. |
| p | I can draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does. | I can infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding. | I can make inferences with confidence, on the basis of what is said and done e.g. know that the princess is miserable because she has lost her ring and it was the queen's most precious possession. |
| r | With support, I can begin to make predictions about what might happen next in stories read to me. | I can predict what might happen on the basis of what has been read to me so far. | I can make credible predictions on the basis of what has been read to me so far e.g. the boy will be in trouble for stealing the buns. |
| e | | | |
| h | | | |
| n | | | |