NAHT
FOR LEADERS, FOR LEARNERS

Chawton CE Primary School
Love, Courage and Fellowship

Hampshire
County Council

English (READING) Key Performance Indicators:
Year 1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key performance indicator	Performance standard
Word Reading • *Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes* • *Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught* • *Reads common exception words* • *Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words* **Comprehension – Clarify** • *Understands both the books they can already read accurately and fluently, and those they listen to* **Comprehension- Monitor and Summarise** • *Check that the text makes sense to them as they read and correcting inaccurate reading* **Comprehension- Select and Retrieve** • *Participate in discussion about what is read to them, taking turns and listening to what others say* **Comprehension- Respond and Explain** • *Explain clearly their understanding of what is read to them* **Inference** • *Predict what might happen on the basis of what has been read so far* **Language for Effect** • *Recognise and join in with predictable phrases* **Themes and Conventions** • *Become very familiar with key stories, fairy stories and traditional tales* • *Discuss the significance of the title and events* • *Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*	**With reference to the KPIs** By the **end** of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge. A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first. Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically. A child can: • read words with suffixes with support to build on the root words that can be read already; • retell some familiar stories that have been read and discussed with them or that they have acted out; • listen to stories, poems and non-fiction that cannot yet be read independently; • understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and • take part in a discussion, considering the opinions of others, with support.

Red Text: Additional Hampshire KPI