

Year 1 children are expected to:	To support this, you could say:
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me... I bet you can't remember the next bit.
relate reading to their own experiences	Wow, look at that castle. Do you remember when we went to...?
re-read a word or sentence if reading does not make sense	Does... make sense? It didn't sound quite right. Let's try again.
become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? Silly me, I've forgotten. What happened after that?
discuss the significance of a title and events	So, why do you think it's called Jack and the Beanstalk?
make predictions on the basis of what has been read	So if..., what might happen next?

make inferences on the basis of what is being said and done	Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question	What kind of voice can we read that in? What do you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) within texts	I bet you can't find three capitals letters on this page before I can.
know why the writer has used the above punctuation in a text	What is that? (Point to a piece of punctuation.) What does that do?
know the difference between fiction and non-fiction texts	Is this a story or is it an information text? How do you know?
learn rhymes and poems off by heart	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
be encouraged to say whether or not they like the text, giving reasons why	Did you enjoy that story? What was your favourite part?