

Key Performance Indicator	Performance Standard
<p><b>Is able to:</b></p> <p><b>Application of phonic knowledge</b>  <b>Accurate reading of non-phonically decodable words</b>            Can use phonic knowledge to decode age appropriate words</p> <p>Can fluently read age appropriate common exception words</p> <p>Can fluently read words with apostrophes for contraction (I'm/ I'll/ We'll)</p> <p><b>Reading aloud (accuracy, fluency and expression)</b>            Can read age appropriate texts with some fluency and expression.</p> <p><b>Reads and understands a (wide) range of text types</b>            Can begin to demonstrate familiarity with a range of stories, fairy stories poems, non-fiction and traditional tales.</p> <p><b>Following a listening task is able to:</b></p> <p><b>Shows (increasingly sophisticated) understanding of texts read aloud by others</b>            Can understand simple points from familiar texts and identify favourite characters/ events/information pictures.</p> <p>Can ask simple questions about texts being read to them.</p> <p><b>Is able to:</b></p> <p><b>Can select, retrieve and reference information in order to explain ideas about a text</b>            Can understand (with support) what is read or listened to, making some reference to the text or identifying some key vocabulary.</p> <p>Can use own experience to support understanding of the text.</p> <p><b>Can deduce, infer or interpret information, events and ideas from texts</b>            Can make simple inferences from texts.</p>	<p>By the end of Y1 a child should be able to read phonetically decodable words and the exceptions from the NC (Y1) individually and in the context of simple texts, with some fluency and expression.</p> <p>A child should be familiar with some specific stories, fairy stories, poems, non-fiction and traditional tales and recognise some of the features of those genres in unfamiliar texts.</p> <p>A child should be able to understand the main points of a simple text and identify some simple features such as who is their favourite character, as well as responding to the text with some simple questions of their own.</p> <p>A child should show a basic understanding of simple texts and begin to relate them to their own lives and experiences.</p> <p>A child should make simple inferences and predictions.</p> <p>A child should recognise simple features of genres and sometimes recognise similarities between texts.</p>

Can make predictions, which may not always be based on what has been read so far.

**Can comment on language, form and structure in fiction and non-fiction**

Can show some understanding of simple language and text features

**Can recognise literary language (and increasingly comment on its effect)**

Can recognise simple literary language features.

**Can make (increasingly sophisticated) comparisons between texts**

Can sometimes make simple comparisons between different familiar texts.