

These are the things that children in year 1 must know by the end of the academic year to be on track for their age.

Stoke Reads: Path 1 'Must Know'

Genres

Poems

Rhymes

Non-fiction texts

Words

Read all common graphemes for the
40+ phonemes taught and common
exception words

Read words containing taught
graphemes -s, -es, -ing, -ed, -er, -

Speaking and Listening

Listen and engage with adults and
peers

Take turns in talking with their
partner(s)

Make suggestions and share opinions

Reading

Re-read books to build up fluency
Make predictions
Learn poems and rhymes

These 'must know' objectives are split into paths and steps to cover an aspect each term. Children are expected to achieve Path 1 step 1 by the end of the Autumn term, Path 1 step 2 by the end of the Spring term and be working within Path 1 step 3 by the end of the academic year.

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
	SR1	SR2	SR3	SR4	SR5
Path 1 : Step 1 	<p>Read common words from Path 1 list.</p> <p>Read simple sentences</p> <p>Use picture clues to help reading simple text</p> <p>Use phonic knowledge to attempt unknown words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Identify main events and key points</p> <p>Answer literal retrieval questions 'Where did she live?'</p> <p>Identifies poems and rhymes.</p>	<p>Use the structure of a simple story when re-enacting and retelling</p> <p>Begin to talk about differences between fiction and non fiction</p> <p>Identify print effects, e.g. bold, italic etc</p> <p>Picks out word patterns, repeated language and rhymes.</p> <p>Recall the main points of a recount in the correct sequence.</p> <p>Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.</p> <p>Knows where to start reading and tracks print from left to right and top to bottom.</p>	<p>Talk about the themes of simple texts, e.g. good over evil.</p> <p>Begin to understand how a non-fiction book is set out</p> <p>I can sequence sentences to form a narrative, ie a refrain such as 'What big eyes you have!'</p> <p>Begin to comment on enjoyment of poetry</p>	<p>Talk about favourite characters and why.</p> <p>Discuss favourite poems, refrains and rhyming words</p> <p>Say how they feel about stories and poems.</p> <p>Uses the language of known story for re-telling - particularly repetitive patterns, eg. I'll huff and I'll puff.</p> <p>Return to favourite books, songs, rhyme to be re-read and enjoy.</p> <p>Will say what they like about a book</p>
Path 1 : Step 2 	<p>Read simple sentences and pause at a full stop.</p> <p>Read common exception words Path 1</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Pick out relevant information - "Why was the classroom empty?"</p> <p>Identifies how poems create different moods, ie happy, funny, scary etc.</p> <p>Identify main events or key points in texts.</p> <p>Answer literal (who, what, why, when, where) retrieval questions about the text.</p> <p>Make simple deductions with prompts and help from the teacher.</p> <p>Begin to make predictions about the characters.</p> <p>Talk about the setting and characters with reliance on pictures.</p>	<p>Understand the difference between fiction and non-fiction</p> <p>Understand the way that information texts are organised and use this when reading simple texts.</p> <p>Understand the sequence of a story</p> <p>Talk about the main events</p> <p>Identifies the structure of the poem.</p> <p>Understands and uses terms story, poem, author.</p> <p>Understands how emphasis is created through, eg. capitals / bold print.</p>	<p>Recognise simple story language ie Once Upon a Time , Long, long ago ...</p> <p>Recognise repetition of language</p> <p>Recognise adjectives for example the <u>green</u> cat sat on the mat</p> <p>When asked can talk about rhyme and repetition in patterned texts.</p> <p>Enjoys word-play in books and able to identify words and phrases they like.</p>	<p>Begin to talk about favourite parts of the plot and why. Or - most interesting illustration</p> <p>Talks about how the poem makes them feel.</p> <p>Choose and talk about a favourite book from a selection.</p> <p>Identify major points in a story.</p>
Path 1 : Step 3 	<p>Read new words by sounding them out and seeing if they make sense</p> <p>Read familiar endings to words (-s, -es, -ing, -ed, -er, -est) (playing, stopped)</p> <p>Read aloud with intonation and expression, taking account of full stops and question marks.</p> <p>Reads with expression and pauses at full stops, raises their voice for question marks, and changes volume/ tone for exclamation marks.</p> <p>Emphasizes key words and uses correct intonation.</p> <p>Check that reading makes sense and self-correct</p> <p>Show awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p> <p>Uses expression when reading familiar books.</p>	<p>Discuss the significance of the title (helps us to predict, gives us clues about the story)</p> <p>Identify and discuss main events and characters key points</p> <p>Retell a story</p> <p>Locate specific information in the text to find the answer to simple questions.</p> <p>Uses the question to help them answer the simple questions. Answers in full sentences.</p> <p>Begins to make simple inferences from what is said and done.</p> <p>Makes predictions linked to own experiences.</p>	<p>Discuss the structure of a narrative (beginning/middle/end)</p> <p>Use correct terminology in discussions about text: title, blurb, author etc</p> <p>Understands how information is organised in a non-fiction text.</p> <p>Recognises that poems can have a pattern in their structure, ie rhyming couplets, refrain, 2/4 rhyme.</p> <p>Expresses opinions about main event and characters in stories e.g.</p> <p>Understands how emphasis is created through, eg. Capitals / bold print.</p> <p>Use an understanding of the story to make predictions.</p> <p>Relate story settings and incidents to own experience.</p> <p>Compare stories and identify common themes.</p>	<p>Identify and use simple technical vocabulary for non-fiction.</p> <p>Recognises how an author uses repetition and refrain to describe characters</p> <p>Recognises simple alliteration in a poem, ie sizzling sausages.</p> <p>Enjoys word-play in books and able to identify words and phrases they like.</p> <p>Identify rhyming and alliterative words if asked.</p>	<p>To be able to recite poems by heart.</p> <p>Can recognise key words and rhythm that convey a mood, ie humour, fear, sadness, joy etc.</p> <p>Continue to choose and talk about a favourite book from a selection. Explains preference.</p> <p>Shows enjoyment and appreciation of mood of a story - e.g. funny / scary and talk about aspects of books that they enjoy.</p>

