

**Key Stage 1- English Reading Objectives**

		<b>Year 1</b>	<b>Year 2</b>
<b>Word Reading</b>		<b>Pupils should be taught to:</b> 1. Apply phonic knowledge and skills as the route to decode words. 2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 5. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. 6. Read other words of more than one syllable that contain taught GPCs. 7. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). 8. Read 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. 9. Re-read these books to build up their fluency and confidence in word reading.	<b>Pupils should be taught to:</b> 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. 2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. 3. Read accurately words of two or more syllables that contain the same graphemes as above. 4. Read words containing common suffixes. 5. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. 7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 8. Re-read these books to build up their fluency and confidence in word reading.
		<b>Pupils should be taught to:</b> <b>Develop pleasure in reading, motivation to read, vocabulary and understanding, of both the books they can already read accurately and fluently, and those they listen to by:</b>	
<b>Comprehension</b>	Range of Texts	1a. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 1b. Being encouraged to link what they read, or hear read, to their own experiences 1c. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	1a. Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 1c. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 1d. Being introduced to non-fiction books that are structured in different ways
	Text Retrieval	<b>A-</b> Recall some simple points from texts read to them and familiar texts they have read independently. <b>B-</b> Straightforward information recalled e.g. names of characters, main ingredients, can say what has happened. <b>C-</b> Sections of interest/ page can be located e.g. using picture/diagram, favourite character/event	<b>A-</b> Generally clear idea of where to look for information in a text (by finding specific words and information, e.g where it tells us about the character or topic) <b>B-</b> Begin to develop strategies to help locate specific information from a text (e.g. skimming and scanning to find key words) <b>C-</b> Begin to make use of blurbs and chapter headings to search for information more quickly and accurately.
	Making Inferences	2d. Making inferences on the basis of what is being said and done (basic inference e.g. comments about characters using evidence from the text and pictures/diagrams e.g. knowing they are happy because they are smiling in the picture) 2e. Predicting what might happen on the basis of what has been read so far	2c. Making inferences on the basis of what is being said and done (straightforward inference- beginning to use a single point in the text to infer about characters, events and information e.g. he was upset because it says he was crying) (Beginning to recognise the difference between fact and point of view) 2e. Predicting what might happen on the basis of what has been read so far (based on textual cues)
	The Whole Text	1f. Discussing word meanings, linking new meanings to those already known 2a. Drawing on what they already know or on background information and vocabulary (provided by the teacher) 2b. Checking that the text makes sense to them as they read and correcting inaccurate reading  2c. Discussing the significance of the title and events 3. Participate in discussion about what is read to them, taking turns and listening to what others say. 4. Explain clearly their understanding of what is read to them. (identify key aspects of fiction and non-fiction texts, such as characters, events and information) <b>A-</b> Show awareness of meaning of simple text features (e.g. letter, word, line, page, beginning, end, title) <b>B-</b> Show awareness of use of organisational features (e.g. beginning and ending of a story, types of punctuation, use of italics/bold/ capitalisation) <b>C-</b> Begin to compare similarities and differences between texts they have listened to, or read.	1b. Discussing the sequence of events in books and how items of information are related 1f. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 2a. Drawing on what they already know or on background information and vocabulary (provided by the teacher) 2b. Checking that the text makes sense to them as they read and correcting inaccurate reading 2d. Answering and asking questions  3. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. 4. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. (identify and explain key aspects of fiction and non-fiction texts, such as characters, events and information) <b>A-</b> Begin to use experiences of reading a variety of texts to recognise the text-type. <b>B-</b> Identify basic features, including organisational features of different non-fiction and fiction text-types, and begin to make comparisons between these (e.g. know a list of equipment and steps to make a toy is an instructional text type compared to writing a story where we write in full sentences and paragraphs)
	Language for Effect	1d. Recognising and joining in with predictable phrases 1e. Learning to appreciate rhymes and poems, and to recite some by heart (comment on some features of language e.g. rhymes, significant words and phrases)	1e. Recognising simple recurring literary language in stories and poetry (e.g. first, next, once upon a time) 1g. Discussing their favourite words and phrases (beginning to say why the writer might have chosen these particular words/phrases) 1h. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**These statements apply to all year groups and the content should be taught at a level appropriate to the age of the pupils.**

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge.
3. Use relevant strategies to build their vocabulary.
4. Articulate and justify answers, arguments and opinions.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8. Speak audibly and fluently with an increasing command of Standard English.
9. Participate in discussions, presentations, performances, role play, improvisations and debates.
10. Gain, maintain and monitor the interest of the listener(s).
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication.

