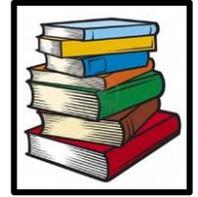




Langley Mill Church of England (Controlled) Infant School and Nursery



End of Year 1 Reading Objectives

Word reading	<ul style="list-style-type: none">• I can apply phonic knowledge and skills to decode words.• I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• I can read other words of more than one syllable that contain taught GPCs.• I can read words with contractions [e.g., I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).• I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.• I re-read these books to build up my fluency and confidence in word reading.
Reading Comprehension	<p>I have developed pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none">• I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.• I can link what I read or hear read to my own experiences.• I am familiar with key stories, fairy stories and traditional tale, retelling them and considering their particular characteristics.• I can recognise and join in with predictable phrases.• I appreciate rhymes and poems, and I can recite some by heart.• I can discuss word meanings, linking new meanings to those already known. <p>I understand both the books I can already read accurately and fluently and those I listen to:</p> <ul style="list-style-type: none">• I can draw on what I already know or on background information and vocabulary provided by the teacher.• I check that texts make sense to me as I read and correct inaccurate reading.• I can discuss the significance of the title and events.• I can make inferences on the basis of what is being said and done.• I can predict what might happen on the basis of what has been read so far. <p>I participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can explain clearly my understanding of what is read to me.</p>



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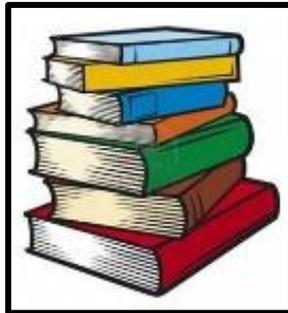
End of Year 2 Reading Objectives

Word reading	<p>I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent:</p> <ul style="list-style-type: none">• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• I can read accurately words of two or more syllables that contain the same GPCs as above.• I can read words containing common suffixes.• I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.• I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. <p>I re-read these books to build up my fluency and confidence in word building.</p>
Reading Comprehension	<p>I have developed pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none">• I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.• I can discuss the sequence of events in books and how items of information are related.• I am familiar with and can retell a wider range of stories, fairy stories and traditional tales.• I have been introduced to non-fiction books that are structured in different ways.• I can recognise simple recurring literary language in stories and poetry.• I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.• I can discuss my favourite words and phrases.• I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>I understand both the books that I can already read accurately and fluently and those that I listen to:</p> <ul style="list-style-type: none">• I can draw on what I already know or on background information and vocabulary provided by the teacher.• I check that texts make sense to me as I read and correct inaccurate reading.• I can make inferences on the basis of what is being said and done.• I can answer and ask questions.• I can predict what might happen on the basis of what has been read so far. <p>I participate in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p> <p>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read myself.</p>



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End of Reception Reading Objectives



Word reading	Literacy ELG <ul style="list-style-type: none">• I can say a sound for each letter in the alphabet and at least 10 digraphs.• I can read words consistent with my phonic knowledge by sound-blending.• I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
Reading Comprehension	Literacy ELG <ul style="list-style-type: none">• I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.• I can anticipate key events in stories.• I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

