



Kinsley Academy Key Stage 1- English Reading Objectives



	Year 1	Year 2
Word Reading	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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.
Comprehension	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> a) listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently b) being encouraged to link what they read or hear read to their own experiences c) becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics d) recognising and joining in with predictable phrases e) learning to appreciate rhymes and poems, and to recite some by heart f) discussing word meanings, linking new meanings to those already known 2. understand both the books they can already read accurately and fluently and those they listen to by: <ol style="list-style-type: none"> a) drawing on what they already know or on background information and vocabulary provided by the teacher b) checking that the text makes sense to them as they read and correcting inaccurate reading c) discussing the significance of the title and events d) making inferences on the basis of what is being said and done e) predicting what might happen on the basis of what has been read so far 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. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> a) 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 b) discussing the sequence of events in books and how items of information are related c) becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales d) being introduced to non-fiction books that are structured in different ways e) recognising simple recurring literary language in stories and poetry f) discussing and clarifying the meanings of words, linking new meanings to known vocabulary g) discussing their favourite words and phrases h) continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 2. understand both the books that they can already read accurately and fluently and those that they listen to by: <ol style="list-style-type: none"> a) drawing on what they already know or on background information and vocabulary provided by the teacher b) checking that the text makes sense to them as they read and correcting inaccurate reading c) making inferences on the basis of what is being said and done d) answering and asking questions e) predicting what might happen on the basis of what has been read so far 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.
Spoken language	<p>These statements apply to all year groups and the content should be taught at a level appropriate to the age of the pupils.</p> <ol style="list-style-type: none"> 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. 	