

Reading - Year 1

The NC AIMS are that all children should:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work our words
- re-read these books to build up their fluency and confidence in word reading.

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and done

predicting what might happen on the basis of what has been read so far

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Decoding	Range of reading	Familiarity with texts	Poetry and performance	Word meanings	Understanding	Inference	Prediction	Discussing reading
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Decoding

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work our words
- re-read these books to build up their fluency and confidence in word reading

Range of Reading

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases, learning to appreciate rhymes and poems and to recite some by heart discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading, discussing the significance of the title and events, making inferences on the basis of what is being said and done, predicting what might happen on the basis of what has been read so far
 - participate in discussion about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

Familiarity with texts

- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases

Poetry and Performance

- learn to appreciate rhymes and poems, and to recite some by heart

Word meaning

- discuss word meanings, linking new meanings to those already known

Understanding

- draw on what they already know or on background information and vocabulary provided by the teacher

Inference

- check that the text makes sense to them as they read and correcting inaccurate reading

Predication

- predict what might happen on the basis of what has been read so far

Discussing Reading

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Reading - Year 2

The NC AIMS are that all children should:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart
 discussing word meanings, linking new meanings to those already known

- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussions 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
- explain clearly their understanding of what is read to them.

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Decoding	Range of reading	Familiarity with texts	Poetry and performance	Word meanings	Understanding	Inference	Prediction	Non-fiction	Discussing reading
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Decoding

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffices
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

- re-read these books to build up their fluency and confidence in word reading.

Range of Reading

- develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far
- participate in discussions 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Familiarity with texts

- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - recognise simple recurring literary language in stories and poetry

Poetry and Performance

- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Word meanings

- discuss and clarify the meaning of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases

Understanding

- discuss the sequence of events in books and how items of information are related
- draw on what they already know or on background information provided by the teacher
- check that the text makes sense to them as they read and correcting inaccurate reading

Inference

- make inferences on the basis of what is being said and done
- answer and ask questions

Prediction

- predict what might happen on the basis of what has been read so far

Non-fiction

- be introduced to non-fiction books that are structured in different ways

Discussing reading

- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves