

# Reading ~ Learning Continuum – Key Stage One

	Year 1	Year 2
COMPEHENSION	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li>Link what they read to their own experiences.</li> <li>Recognise and join in with predictable phrases in poems and stories.</li> <li>Appreciate some rhymes and poems; recite some by heart.</li> <li>Discuss the meanings of new words, linking them to words already known.</li> <li>Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</li> <li>Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li>Talk about the significance of the title and events.</li> <li>Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</li> <li>Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</li> <li>Participate in discussion about what is read to them, taking turns and listening to others.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Fully engage with reading and take pleasure from books and texts.</li> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</li> <li>Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.</li> <li>Show understanding of texts read independently; self-correct.</li> <li>Know and retell a wide range of stories, fairy stories and traditional tales.</li> <li>Discuss the sequence of events in books, and how items of information are related.</li> <li>Make inferences on the basis of what is said and done; predict according to what has been read so far.</li> <li>Discuss and express views about a range of non-fiction texts which are structured in different ways.</li> <li>Discuss and clarify the meaning of new words; discuss favourite words and phrases.</li> <li>Recognise simple recurring literary language in stories and poetry.</li> <li>Recite a repertoire of poems learnt by heart, using appropriate intonation.</li> </ul>
WORD READING	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li>Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li>Read words with the endings -s, -es, -ing, -ed and -est.</li> <li>Read words of more than one syllable which contain GPCs known.</li> <li>Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li>Read some phonically-decodable books, closely matched to phonic knowledge.</li> <li>Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li>Decode alternative sounds for graphemes.</li> <li>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</li> <li>Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.</li> <li>Read most words without overtly segmenting and blending, once they are familiar.</li> <li>Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</li> </ul>

## Websites, Apps and Resources



Jolly Phonics  
 Letters and sounds  
 Shared reading  
 Guided reading  
 SERi  
 Library access



## Forest School

Recognising signs and text within the environment  
 Identifying environmental sound  
 Scavenger hunts  
 Story sessions  
 Pupil voice