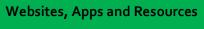
Reading ~ Learning Continuum – Key Stage One

	Year 1	Year 2
COMPEHENSION	 Sufficient evidence shows the ability to Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. Link what they read to their own experiences. Recognise and join in with predictable phrases in poems and stories. Appreciate some rhymes and poems; recite some by heart. Discuss the meanings of new words, linking them to words already known. 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. Check that texts make sense when reading; self-correct and re-read inaccurate reading. Talk about the significance of the title and events. 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. 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. Participate in discussion about what is read to them, taking turns and listening to others. Explain clearly their understanding of what is read to them. 	 Sufficient evidence shows the ability to Fully engage with reading and take pleasure from books and texts. Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. 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. Show understanding of texts read independently; self-correct. Know and retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books, and how items of information are related. Make inferences on the basis of what is said and done; predict according to what has been read so far. Discuss and express views about a range of non-fiction texts which are structured in different ways. Discuss and clarify the meaning of new words; discuss favourite words and phrases. Recognise simple recurring literary language in stories and poetry. Recite a repertoire of poems learnt by heart, using appropriate intonation.
WORD READING	 Sufficient evidence shows the ability to Apply phonic knowledge to decode words. Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Read accurately by blending sounds in unfamiliar words containing GPCs taught. Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. Read words with the endings -s, -es, -ing, -ed and -est. Read words of more than one syllable which contain GPCs known. Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. Read some phonically-decodable books, closely matched to phonic knowledge. Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs 	 Sufficient evidence shows the ability to Apply phonic knowledge and skills consistently to decode quickly and accurately. Decode alternative sounds for graphemes. Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. 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. Read most words without overtly segmenting and blending, once they are familiar. Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.





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