

Year 1 Objectives	Year 2 Objectives
<p><b>FLUENCY</b>  <b>Use phonic knowledge as a primary approach to reading:</b></p> <ul style="list-style-type: none"> <li>➤ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>➤ Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught</li> <li>➤ Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&amp;S or equivalent</li> <li>➤ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>➤ Read other words of more than one syllable that contain taught GPCs at Phase 5 L&amp;S or equivalent</li> <li>➤ Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>➤ 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 at age-appropriate level (Phase 5 L&amp;S level or equivalent)</li> <li>➤ Re-read these books to build up their fluency and confidence in word reading</li> <li>➤ Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p><b>WIDTH OF READING (SHARED READING)</b>  <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>➤ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, Contributing relevant ideas and thoughts to discussion</li> <li>➤ Being encouraged to link what they read or hear read to their own experiences identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle/beach/city.</li> <li>➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e.g. what typically happens to good and bad characters, differences between story settings.</li> <li>➤ Recognising and joining in with predictable phrases e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.</li> </ul>	<p><b>FLUENCY</b>  <b>Continue to apply phonic knowledge and skills as the route to decode words:</b></p> <ul style="list-style-type: none"> <li>➤ Decoding has become embedded and reading is fluent at Phase 6 L&amp;S or book band level white or equivalent.</li> <li>➤ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>➤ Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>➤ Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly.</li> <li>➤ Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole (see Appendix 1: Spelling pg 59).</li> <li>➤ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>➤ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>➤ Re-read these books to build up their fluency and confidence in word reading</li> <li>➤ Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting</li> </ul> <p><b>WIDTH OF READING</b>  <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and is able to recount details of them</li> <li>➤ Recognising simple recurring literary language in stories and poetry e.g. identifying rhyming words and alliteration in poetry.</li> <li>➤ Continuing to build up a repertoire of poems learnt by heart (approx. 10), appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>➤ Understand that non-fiction books that are structured in different ways</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b>  <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary:</b></p>

- Learning to appreciate rhymes and poems, and to recite some by heart e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.

### **COMPREHENSION (VIPERS in Guided Reading)**

*Understand both the books that they can already read accurately and fluently and those that they listen to by:*

#### **Vocabulary:**

- Discussing word meanings, linking new meanings to those already known draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush

#### **Inference:**

- Making inferences on the basis of what is being said and done e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'

#### **Prediction:**

- Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.

#### **Explanation:**

- Explain clearly their understanding of what is read to them, expressing views about events or characters in the story

#### **Retrieval:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information
- Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears.

#### **Sequence:**

- Participate in discussion about what is read to them, remembering significant events/key information and usually follows the agreed rules for effective discussion with a partner

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.
- Discussing their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'

#### **Inference:**

- Making inferences on the basis of what is being said and done e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person.
- Regularly use inferences when answering and asking questions.

#### **Prediction:**

- Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals

#### **Explanation:**

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

#### **Retrieval:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher to answer 'how' and 'why' retrieval questions, orally explaining how they know this

#### **Sequence:**

- Discussing the sequence of events in books and how items of information are related
- Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6

