

NC2014 READING LIST

OBJECTIVES and CHILD SPEAK TARGETS

READING Key Stage 1 Year 2

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Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 1 Y2	Word			
KS 1 Y2	Word	[EXS] [KEY] Sound out most unfamiliar words accurately, without undue hesitation. ↳ GD objective: Continue to reduce the need to apply phonic knowledge and skills as the route to decode words as automatic decoding becomes embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>	<i>For words I don't know straight away, I can read them quickly because I know how to sound out all parts of a word.</i>
KS 1 Y2	Word	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ↳ GD objective: Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes independently.	<i>I read by blending together the sounds I know and can read out within a word.</i>	<i>I read by blending together the sounds I know and can read out within a word without help.</i>
KS 1 Y2	Word	[EXS] [KEY] Read accurately most words of two or more syllables. ↳ GD objective: Confidently read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>	<i>I can read words with two or three syllables confidently.</i>
KS 1 Y2	Word	[EXS] [KEY] Read most words containing common suffixes. ↳ GD objective: Read longer words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>	<i>I can read longer words with common word endings, such as -ing and -ed.</i>
KS 1 Y2	Word	[EXS] [KEY] Read most common exception words. ↳ GD objective: Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in a range of words.	<i>I can read a range of unusual words from our word lists.</i>	<i>I can read a range of unusual words from our word lists and spot any connections between unusual spellings.</i>
KS 1 Y2	Word	[EXS] [KEY] Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. ↳ GD objective: Independently read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>	<i>I can read most words independently, quickly and accurately.</i>
KS 1 Y2	Word	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ↳ GD objective: Confidently read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>	<i>When I see a word I have not read before, I can sound out the word confidently.</i>

KS 1 Y2	Word	Re-read these books to build up their fluency and confidence in word reading. ↳ GD objective: Re-read these books to build up their fluency and confidence in word reading with limited or no intervention.	<i>When I re-read my books, I become better and better at reading the text.</i>	<i>When I re-read my books, I become better and better at reading the text without help.</i>
KS 1 Y2	Comprehension			
KS 1 Y2	Comprehension	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. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, evaluating 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.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>	<i>I listen, evaluate, and discuss what I think about poems, stories and non-fiction books I have read</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and evaluating the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>	<i>When I read, I am able to tell you about things in the order they happen and how they are connected in the plot.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, identifying their similarities and differences.	<i>I can tell you about all the different stories I have read.</i>	<i>I can tell you about all the different stories I have read and I can say what is the same and what is different about them.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways and evaluating the manner in which they are structured.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>	<i>I enjoy finding out about non-fiction books evaluating the way they are set out.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising recurring literary language in stories and poetry in a range of contexts.	<i>I can recognise simple language patterns in stories and poems.</i>	<i>I can recognise language patterns in stories and poems.</i>

KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing in greater depth to clarifying the meanings of words, linking new meanings to known vocabulary and use them in their own work.	<i>I discuss the meaning of words.</i>	<i>I discuss in detail the meaning of words and use them in my own work.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases in a range of contexts.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
KS 1 Y2	Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. ↳ GD objective: Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a wider repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>	<i>I can say out loud a number of poems I have learnt.</i>
KS 1 Y2	Comprehension	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. ↳ GD objective: Understand both the books that they can already read accurately and fluently and those that they listen to by confidently drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>	<i>I understand and confidently discuss the books I can read.</i>
KS 1 Y2	Comprehension	[EXS] [KEY] In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. ↳ GD objective: Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading, comparing it to other texts they have read.	<i>I check what I am reading makes sense as I read through it.</i>	<i>I check what I am reading makes sense as I read through it, comparing it to other texts I have read.</i>
KS 1 Y2	Comprehension	[EXS] [GDS] [KEY] In a book that they can already read fluently, the pupil can answer questions and make some inferences. ↳ GD objective: Make inferences in a book they are reading independently.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>	<i>I can tell you why certain things happen in a book or why a character says the things they do without help.</i>
KS 1 Y2	Comprehension	[EXS] [KEY] In a book that they can already read fluently, the pupil can	<i>I can answer and ask questions about what I have</i>	<i>I can ask and answer probing questions about what I</i>

		<p>explain what has happened so far in what they have read.</p> <p>↳ GD objective: Understand both the books that they can already read accurately and fluently and those that they listen to by asking and answering, backing up their views with supporting evidence.</p>	<i>read.</i>	<i>have read, giving evidence to support my answers.</i>
KS 1 Y2	Comprehension	<p>[GDS] Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far.</p> <p>↳ GD objective: Make a plausible prediction about what might happen on the basis of what has been read so far in a book they are reading independently.</p>	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>	<i>I can guess correctly what happens next in a story, using what I already know has gone on before.</i>
KS 1 Y2	Comprehension	<p>[GDS] 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.</p> <p>↳ GD objective: Make links between the book they are reading independently and other books they have read independently.</p>	<i>I take turns to discuss and listen to others about what I have read.</i>	<i>I take turns to discuss and compare books I have read and listen to what others say</i>
KS 1 Y2	Comprehension	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>↳ GD objective: Explain, compare, and discuss in greater detail their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>	<i>I can explain, compare and discuss in greater detail what has happened in books that either I have read or have been read to me.</i>