

Old Basing Infant School – Reading Key Skills Key Stage 1

	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Year 1	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>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</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Can seek out books around a simple theme or topic</p> <p>Discuss word meanings, linking new meanings to those already known</p>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Recall the main points of a narrative in the correct sequence</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Find key points in a story or some key facts from an information text</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Ask questions and express opinions about main events and characters in stories</p> <p>Explain clearly their understanding of what is read to them</p> <p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Recognise and join in with predictable phrases</p> <p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p> <p>Read aloud their own writing clearly enough to be heard by their peers and the teacher</p>	<p>Become very familiar with key stories, fairy stories and traditional tales</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss the significance of the title and events</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>Understand the difference between fiction and non-fiction</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>

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Year 2	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p>	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Identify or provide own synonyms for specific words within the text</p>	<p>Answer questions</p> <p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text</p> <p>Understand how to use alphabetically ordered texts to retrieve information</p>	<p>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</p> <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>Predict what might happen on the basis of what has been read so far and their own experience</p> <p>Make inferences on the basis of what is being said and done</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Listen to, discuss and express 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</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Read non-fiction books that are structured in different ways</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>