

NC2014 READING LIST

OBJECTIVES and CHILD SPEAK TARGETS

READING Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 1 Y1	Word			
KS 1 Y1	Word	Apply phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>	
KS 1 Y1	Word	[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>	
KS 1 Y1	Word	[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>	
KS 1 Y1	Word	[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>	
KS 1 Y1	Word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>	
KS 1 Y1	Word	Read other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>	
KS 1 Y1	Word	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>	
KS 1 Y1	Word	[KEY] 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.	<i>I correctly read aloud the words from my book.</i>	
KS 1 Y1	Word	Re-read these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become a better reader.</i>	
KS 1 Y1	Comprehension			
KS 1 Y1	Comprehension	[KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>	
KS 1 Y1	Comprehension	Being encouraged to link what they read or hear read to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>	

KS 1 Y1	Comprehension	[KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>	
KS 1 Y1	Comprehension	Recognising and joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>	
KS 1 Y1	Comprehension	Learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>	
KS 1 Y1	Comprehension	Discussing word meanings, linking new meanings to those already known.	<i>I discuss what words mean.</i>	
KS 1 Y1	Comprehension	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>	
KS 1 Y1	Comprehension	[KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>	
KS 1 Y1	Comprehension	[KEY] Discussing the significance of the title and events.	<i>I discuss the titles and events from the books I read.</i>	
KS 1 Y1	Comprehension	Making inferences on the basis of what is being said and done.	<i>I can tell you about why a character does or says some things.</i>	
KS 1 Y1	Comprehension	[KEY] Predicting what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>	
KS 1 Y1	Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say.	<i>I take turns to listen and discuss when I am in a group.</i>	
KS 1 Y1	Comprehension	Explain clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>	