

<p>Word reading</p>	<ul style="list-style-type: none"><li>• I can apply phonic knowledge and skills to decode words.</li><li>• I can 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>• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li><li>• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li><li>• I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li><li>• I can read other words of more than one syllable that contain taught GPCs.</li><li>• I can read words with contractions [e.g., I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li><li>• I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</li><li>• I re-read these books to build up my fluency and confidence in word reading.</li></ul>
<p>Reading Comprehension</p>	<p><b>I have developed pleasure in reading, motivation to read, vocabulary and understanding:</b></p> <ul style="list-style-type: none"><li>• I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</li><li>• I can link what I read or hear read to my own experiences.</li><li>• I am familiar with key stories, fairy stories and traditional tale, retelling them and considering their particular characteristics.</li><li>• I can recognise and join in with predictable phrases.</li><li>• I appreciate rhymes and poems, and I can recite some by heart.</li><li>• I can discuss word meanings, linking new meanings to those already known.</li></ul> <p><b>I understand both the books I can already read accurately and fluently and those I listen to:</b></p> <ul style="list-style-type: none"><li>• I can draw on what I already know or on background information and vocabulary provided by the teacher.</li><li>• I check that texts make sense to me as I read and correct inaccurate reading.</li><li>• I can discuss the significance of the title and events.</li><li>• I can make inferences on the basis of what is being said and done.</li><li>• I can predict what might happen on the basis of what has been read so far.</li></ul> <p><b>I participate in discussion about what is read to me, taking turns and listening to what others say.</b></p> <p><b>I can explain clearly my understanding of what is read to me.</b></p>



**End of Year 2 Reading Objectives**

**Word reading**

**I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent:**

- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs as above.
- I can read words containing common suffixes.
- I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  
I re-read these books to build up my fluency and confidence in word building.

**Reading Comprehension**

**I have developed pleasure in reading, motivation to read, vocabulary and understanding:**

- I can 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 I can read independently.
- I can discuss the sequence of events in books and how items of information are related.
- I am familiar with and can retell a wider range of stories, fairy stories and traditional tales.
- I have been introduced to non-fiction books that are structured in different ways.
- I can recognise simple recurring literary language in stories and poetry.
- I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- I can discuss my favourite words and phrases.
- I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

**I understand both the books that I can already read accurately and fluently and those that I listen to:**

- I can draw on what I already know or on background information and vocabulary provided by the teacher.
- I check that texts make sense to me as I read and correct inaccurate reading.
- I can make inferences on the basis of what is being said and done.
- I can answer and ask questions.
- I can predict what might happen on the basis of what has been read so far.

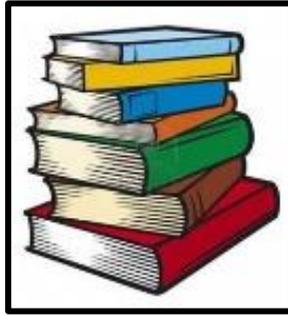
**I participate in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.**

**I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read myself.**



# Langley Mill C of E (Controlled) Infant School and Nursery

## End of Reception Reading Objectives



Word reading	<p>ELG09</p> <ul style="list-style-type: none"><li>• I use phonics to help decode regular words and read them out loud correctly.</li><li>• I can read some irregular common words.</li></ul>
Reading Comprehension	<p>ELG09</p> <ul style="list-style-type: none"><li>• I can read and understand simple sentences.</li><li>• I can share my feelings and ideas about what I have read with others.</li></ul> <p>ELG01</p> <ul style="list-style-type: none"><li>• I can listen to stories, often knowing what will happen next.</li></ul> <p>ELG03</p> <ul style="list-style-type: none"><li>• I can answer 'How?' and 'Why?' questions about stories and events.</li></ul>

