











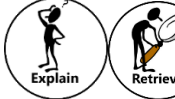























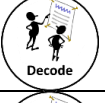
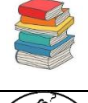






























KS1 National Curriculum

Year 1 programme of study Steps 16/17/18

End of year book level: Blue RWI Storybooks

Reading - word reading		Reading - comprehension	
		Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
 Decode	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> </ul>		<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</li> </ul>
 Decode	<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> </ul>		<ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>
 Decode	<ul style="list-style-type: none"> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>		<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>
 Decode	<ul style="list-style-type: none"> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>		<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> </ul>
 Decode	<ul style="list-style-type: none"> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> </ul>		<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>
 Decode	<ul style="list-style-type: none"> <li>read other words of more than one syllable that contain taught GPCs</li> </ul>		<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>
		Understand both the books they can already read accurately and fluently and those they listen to by:	
 Decode	<ul style="list-style-type: none"> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>		<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
 Decode	<ul style="list-style-type: none"> <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</li> </ul>		<ul style="list-style-type: none"> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
 Decode	<ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>		<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> </ul>
			<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> </ul>
			<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>
			<ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>
			<ul style="list-style-type: none"> <li>explain clearly their understanding of what is read to them</li> </ul>

KS1 National Curriculum		KS1 Teacher Assessment Framework 2018/19 onwards				
Year 2 programme of study		Steps 19/20/21				
End of year book level: <b>20/21</b> (Purple/Gold)						
Reading - word reading		Reading - comprehension		Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
		Develop pleasure in reading, motivation to read, vocabulary and understanding by:		The pupil can:	The pupil can:	The pupil can, in a book they are reading independently:
	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		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	<ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> </ul> 	<ul style="list-style-type: none"> <li>read accurately most words of two or more syllables</li> </ul> 	<ul style="list-style-type: none"> <li>make inferences</li> </ul> 
	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		discussing the sequence of events in books and how items of information are related	<ul style="list-style-type: none"> <li>read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> </ul> 	<ul style="list-style-type: none"> <li>read most words containing common suffixes*</li> </ul> 	<ul style="list-style-type: none"> <li>make a plausible prediction about what might happen on the basis of what has been read so far</li> </ul> 
	read accurately words of two or more syllables that contain the same graphemes as above		becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	<ul style="list-style-type: none"> <li>read many common exception words*</li> </ul> 	read most common exception words* 	<ul style="list-style-type: none"> <li>make links between the book they are reading and other books they have read</li> </ul> 
	read words containing common suffixes		being introduced to non-fiction books that are structured in different ways	In a book closely matched to the GPCs as above, the pupil can:	In age-appropriate <sup>1</sup> books, the pupil can:	
	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		recognising simple recurring literary language in stories and poetry	<ul style="list-style-type: none"> <li>read aloud many words quickly and accurately without overt sounding and blending</li> </ul> 	<ul style="list-style-type: none"> <li>read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup></li> </ul> 	
	read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered		discussing and clarifying the meanings of words, linking new meanings to known vocabulary	<ul style="list-style-type: none"> <li>sound out many unfamiliar words accurately</li> </ul> 	<ul style="list-style-type: none"> <li>sound out most unfamiliar words accurately, without undue hesitation</li> </ul> 	
	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		discussing their favourite words and phrases	<ul style="list-style-type: none"> <li>answer questions in discussion with the teacher and make simple inferences.</li> </ul> 	<ul style="list-style-type: none"> <li>check it makes sense to them, correcting any inaccurate reading</li> </ul> 	<ul style="list-style-type: none"> <li>answer questions and make some inferences</li> </ul> 
	re-read these books to build up their fluency and confidence in word reading		continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		<ul style="list-style-type: none"> <li>explain what has happened so far in what they have read</li> </ul> 	
		Understand both the books that they can already read accurately and fluently and those that they listen to by:				<p>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p> <p>1 Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.</p> <p>2 Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</p>
		drawing on what they already know or on background information and vocabulary provided by the teacher				
		checking that the text makes sense to them as they read and correcting inaccurate reading				
		making inferences on the basis of what is being said and done				
		answering and asking questions				
		predicting what might happen on the basis of what has been read so far				
		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				
		explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				

