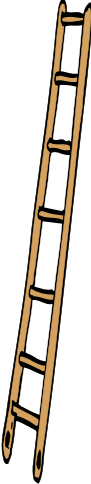




	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
Year 1 	- I can apply phonic knowledge and skills as the route to decode words - I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - I can read other words of more than one syllable that contain taught GPCs - I can read words with contractions, and understand that the apostrophe represents the omitted letter(s) - I can read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - I can reread these books to build up their fluency and confidence in word reading.	- I can develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known - I can understand both the books I can already read accurately and fluently and those I listen to by: * 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 * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far - I can participate in discussion about what is read to me, taking turns and listening to what others say - I can explain clearly my understanding of what is read to me	- I can listen and respond appropriately to adults and my peers - I can ask relevant questions to extend my understanding and knowledge - I can use relevant strategies to build their vocabulary - I can articulate and justify answers, arguments and opinions - I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - I can speak audibly and fluently with an increasing command of Standard English - I can participate in discussions, presentations, performances, roleplay/improvisations and debates - I can gain, maintain and monitor the interest of the listener(s) - I can consider and evaluate different viewpoints, attending to and building on the contributions of others - I can select and use appropriate registers for effective communication