



**JHSW Reading Objectives Overview**



<b>The John Hampden School, Wendover</b>				
	<b>Early Years</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Word Reading</b>	<p>Recognises name without picture or photograph Recognises a range of familiar signs and labels</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of the different parts of a book</li> <li>• print can have different purposes</li> <li>• page sequencing</li> <li>• we read English text from left to right and from top to bottom</li> <li>• know books have words and pictures</li> </ul> <p><b>General Sound Discrimination</b> Aspect 1- Environmental Sounds Aspect 2 – Instrumental Sounds Aspect 3 – Body Percussion</p> <p><b>Phonological Awareness</b> Aspect 4 – Rhythm and Rhyme Aspect 5 – Alliteration Aspect 6 – Voice Sounds Aspect 7 – Oral blending and segmenting</p>	<p><b>Word Reading ELG</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound, where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</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>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught</p>	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes*</p> <p>Read most common exception words*</p> <p>In age-appropriate books, the pupil can: read words accurately and fluently without overt sounding and blending (e.g. at over 90 words per minute sound out most unfamiliar words accurately, without undue hesitation)</p>



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<b>Comprehension</b>	<b>DEVELOP PLEASURE IN READING AND MOTIVATION</b>	Enjoys stories	<b>Comprehension ELG</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Learn to appreciate rhymes and poems, and to recite some by heart.  Discuss word meanings, linking new meanings to those already known.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Use dictionaries to check the meaning of words that they have read.
		Tells stories  Engages in conversations about stories, learning new vocabulary.			



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<b>Understanding</b>	Engages in extended conversations about stories, learning new vocabulary.	<b>Comprehension ELG</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Check that the text makes sense to them as they read and correcting inaccurate reading.	In a familiar book that they can already read accurately and fluently, the pupil can:
	Aware of the way stories are structured	Anticipate – where appropriate – key events in stories.	Discuss the significance of the title and events.	-check it makes sense to them
	Tells stories	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Make inferences on the basis of what is being said and done.	-answer questions and make some inferences on the basis of what is being said and done
	Talk about events and principal characters in stories and suggests how the story might end		Predict what might happen on the basis of what has been read so far.	-explain what has happened so far in what they have read



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Comprehension	DISCUSSING AND EVALUATION READING	Engages in extended conversations about stories, learning new vocabulary.	<b>Comprehension ELG</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Participate in discussion about what is read to them, taking turns and listening to what others say.	Retrieve and record information from non-fiction texts.
		Aware of the way stories are structured	Anticipate – where appropriate – key events in stories.		
		Tells stories	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
		Talk about events and principal characters in stories and suggests how the story might end			