

Warden House Primary School - Year 1 & 2 Reading Curriculum



Learning Objectives:

Key Milestone Indicators:

To be able to read words accurately

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and – est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).
- Reads aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.

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Learning Objectives:	Key Milestone Indicators:	
To understand texts	Discuss events.	
	Predict events.	
	Link reading to own experience.	
	Join in with stories or poems.	
	Check that reading makes sense and self-correct.	
	Infer what characters are like from actions.	
	Ask and answer questions about texts.	
	Discuss favourite words and phrases.	
	Listen to and discuss a wide range of texts.	
	Recognise and join in with (including role-play) recurring language.	
	Explain and discuss understanding of texts.	
	Discuss the significance of the title and events	
Make inferences on the basis of what is being said and done		

Notes: