Year 1: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts have been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

Word Reading
- ✓ 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, and understand that the apostrophe represents the omitted letter(s)
- ✓ 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
- ✓ reread these books to build up their fluency and confidence in word reading

Reading Comprehension (throughout the year)	Retrieval	Deduce & Infer	Language for effect	Themes & Conventions
Develop pleasure in reading, motivation to read, vocabulary and understanding. ✓ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ✓ link what they read or hear to their own experiences ✓ become very familiar with key stories, fairy	✓ Answer retrieval questions about a story ✓ Identify the main events or key points in a text ✓ Explain clearly their understanding of what is read to them ✓ Participate in discussion about what is read to me, taking turns and listening to what others say	✓ Recognise why a character is feeling a certain way ✓ Express opinions about main events and characters in a story ✓ Make simple predictions about the characters ✓ Link what is read or heard to their own experience, with support	✓ Recognise obvious story language- 'once upon a time… big bad wolf…' and recognise a range of patterns in texts, including stories, thymes and non- fiction ✓ Discuss what new words mean, linking new meanings to those already known ✓ Appreciate rhymes and poems and perform some by heart	✓ Familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ✓ Identify and explain the difference between fiction and non-fiction

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				✓ Recognise repetition of language in their reading	
✓ ✓ stories and traditional tales, retelling them and considering their particular characteristics					

Autumn: ORT levels 4-5 would be ARE
- **I can recognise all the Set 1 digraphs.**
- **I can read high frequency words on sight: went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so**
- **I can recognise and use some Set 1 digraphs when working out new words: ch, sh, th, ng, nk, qu**
- **I will begin to pick out key events**
- **I can make a simple prediction**
- **I will begin to make links to other books or my experiences**

Spring: ORT levels 5-6 would be ARE
- **I can recognise most of Set 2 and Set 3 digraphs**
- **I will begin to read words with –s, -es, -ing, -ed, -er and –est endings**
- **I will begin to read a growing variety of texts, including non-fiction, poetry and longer stories**
- **I can answer retrieval questions from a story**
- **I will begin to find information in non-fiction texts by using headings, captions and labels**

Summer: ORT levels 6-7 would be ARE
- **I can recognise and use all the set 2 and 3 sounds**
- **I can use punctuation to help me read with expression**
- **I can read a greater variety of text types**
- **I can use punctuation and text layout to read with a greater range of expression and control**
- **I can make links with other texts and my wider knowledge**

Extension Yr. 2 Autumn objectives:
ORT levels 7 would be ARE

- **Discuss the meaning of new words and link to vocabulary I already know**
- **Begin to use the text to support inferences make**
- **Read independently for longer periods of time**