

## Year 1 Age-related Expectations (ARE)

### Decoding

I can blend sounds using my knowledge of the GPCs I have been taught and (where applicable) I know the alternative sounds of graphemes.

I can read contractions e.g. I'm, I'll.

I can read common exception words from word list 1-3 and can notice when unusual sounds and spellings are used.

I can read words with more than one syllable.

I can read words with the -s, -es, -ing, -ed, -er and -est endings.

I can read aloud with increased accuracy and fluency.

### Comprehension

I can listen to and discuss a wide range of poems, stories and non-fiction texts that are higher than my current reading ability.

I can check that the text makes sense when reading aloud and correct myself.

I am very familiar with and can retell traditional tales and think about the characteristics.

I can discuss meanings of words and know that some words have more than one meaning.

I can predict what might happen next.

I can make some inferences about a book based on what I have already read.

I can explain clearly what has been read to me.

### **Spoken Language**

I can recognise and join in with repeated phrases in a book.

I can appreciate poetry and rhymes and I am beginning to recite some by heart.

I can take turns to listen to others.

### **Grammar**

**I can identify the following terms:**

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

## Year 2 Age-related Expectations (ARE)

### Spoken Language

I can listen to and respond to adults and peers.

I can ask relevant questions and share my opinions.

I can speak clearly with increased expression and correct intonation.

I can take turns and listen to what other people have to say.

I can appreciate and recite more poems learnt by heart using appropriate intonation to make the meaning clear.

### Decoding

I can read accurately and with increased fluency (approx. 90 words per minute) without relying heavily upon sounding out so that my understanding is clearer.

I can read books out loud sounding out new or unfamiliar words without much hesitation.

I can recognise alternative sounds for graphemes (from phase 5 of letters and sounds).

I can read words with two or more syllables.

I can read words containing common suffixes e.g. -ing, -ed, -est.

I can read all year 2 common exception words and high frequency words (list 5-6) and can notice when unusual sounds and spellings are used.

I can re-read books with increased fluency and expression.

<b>Comprehension</b>
I can listen, discuss and express my views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond my actual reading ability.
I can discuss the order of events in books and how information is related.
I am familiar with and can retell a wide range of traditional tales.
I can recognise simple recurring literary language in stories and poems e.g. Once upon a time.
I can discuss my favourite words and phrases from the book I am reading.
I can appreciate and recite more poems learnt by heart using appropriate intonation to make the meaning clear.
I can check the text makes sense as I read and correct any inaccuracies.
I can infer (work out) things from a story based on what is being said and done by the characters.
I can predict what might happen next by knowing what has happened so far. <i>*<u>Plausible</u> prediction is working at greater depth*</i>
I can ask and answer questions about a text.
<b>Grammar</b>
<b>I can identify the following:</b>
Noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, verb, adverb, tense (present, past, progressive), apostrophe, comma
I can recognise if a sentence in a book is a question, command, exclamation or statement.