



# KSI Reading Milestones

Year 1		Year 2	
Term 1		Term 1	
Decoding Summarising Predicting  Some phase 5 alternatives decoded without undue hesitation	Link what they read or hear to their own experiences	Decoding Summarising Identifying Key features Prediction  Most phase 5 alternatives decoded without undue hesitation	Read accurately words of two or more syllables.
	Check that the text makes sense to them as they read and correct inaccurate reading.		Recognise simple, recurring literary language across poetry and narratives e.g. <i>in a land far away, long ago, once there lived, it wasn't long before.</i>
	Recognise and use predictable phrases in known stories e.g. <i>'I'll huff and I'll puff', once upon a time, happily ever after.</i>		Draw on what they already know to understand a text e.g. <i>through relating to their own experiences (linking learning about penguins to 'Happy Feet').</i>
	Draw on what they already know to understand a text e.g. <i>through relating to their own experiences (linking learning about penguins to 'Happy Feet').</i>		Use titles, headings, pictures and blurbs to locate relevant information.
	Identify the significance of the title and events in stories e.g. <i>why is this story called 'Where the Wild Things Are?' Why did they make Max king?</i>		Predict what might happen on the basis of what has been read so far e.g. <i>I think mum will get cross because she told Tom not to lie again.</i>
	Make simple predictions based on their own experiences e.g. <i>I think that mum will be cross because my mum gets cross.</i>		Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. <i>children should revise and be able to decode most phase 5 alternatives secured at the end of Y1.</i>
Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far e.g. <i>children should be confident up to phase 4 and decode some phase 5 alternatives.</i>			
Term 2		Term 2	
Decoding and Reading aloud Vocabulary Summarising and understanding Introduce Non-fiction	Read aloud books matched to Y1 phonic knowledge e.g. <i>focus on the skill of reading aloud and decoding grapheme within phase 5 (not all graphemes may have been taught at this point).</i>	Fluency Retrieval/Scanning/ locating information Vocabulary Many Y2 spelling rules read	Read aloud books matched to Y2 phonic knowledge e.g. <i>children should be able to decode most phase 5 alternatives and many Y2 alternatives – see NC appendices.</i>
	Discuss the meaning of new words by linking to vocabulary they know e.g. <i>unkind – not kind.</i>		Discuss favourite words and phrases e.g. <i>linked to use of dictionaries.</i>
	Understand that non-fiction texts provide information.		Use scanning to locate a single piece of information, in response to questions from the teacher.



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Many phase 5 alternatives decoded without undue hesitation	Identify the significance of the title and events in non-fiction.	without undue hesitation	Express a single point of view about a text.
	Demonstrate their understanding e.g. through role play, story mapping, discussion, drama.		Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end.
	Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode many phase 5 alternatives.		Read words containing common suffixes e.g. -ment, -less, -ful, -ness, see range of spelling rules taught in Y2.
Term 3			Term 3
Inference Fiction and Non-fiction Most phase 5 alternatives and Year 1 spelling rules decoded without undue hesitation	Orally retell known stories, linked to the Y1 range.	Fluency Non-fiction Vocabulary	Orally retell known stories, linked to the Y2 range.
	Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past.		Identify the sequence of events in non-fiction and how these are related
	Read words with contractions.		Recognise and understand the structure of non-fiction texts used e.g. introductions/conclusions
	Read words of more than one syllable and those that end in: -s, -es, -ing, ed, -er and -est.		Use age-appropriate dictionaries to check the meanings of words e.g. first dictionaries, word banks developed in English lessons.
			Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think kindly means he spoke in a nice way. Link to use of dictionaries.
			Check that the text makes sense to them as they read and correct inaccurate reading.
Term 4			Term 4
Inference Fiction and Non-fiction Most phase 5 alternatives and Year 1 spelling rules decoded without undue hesitation	Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening.	Fluency Inference	Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own.
	Answer questions orally about a shared non-fiction text: e.g. what do penguins eat?		List key information orally or through text marking (highlighting/underlining) in response to teachers' questions.
	Apply phonic knowledge and skills to decode words e.g. children should be decoding most phase 5 graphemes and unfamiliar words. Children should be able to do this 'without undue hesitation'.		Automatically read unfamiliar words accurately and without undue hesitation when reading aloud e.g. read most phase 5 alternatives and most Y2 spelling rules. Use decoding strategies to read many unfamiliar words.
Term 5/6			Term 5/6



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<p>Fluency Explanation Most phase 5 alternatives, Year 1 spelling rules and unfamiliar words decoded without undue hesitation</p>	<p>Accurately read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond.</p>	<p>Fluency Explaining</p>	<p>Reading fluently and confidently in line with the Y2 range e.g. children should be able to read age-appropriate texts without undue hesitation.</p>
	<p>Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words.</p>		<p>Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words.</p>
	<p>Discuss a wide range of poems, stories and non-fiction beyond their independent reading level.</p>		<p>Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently.</p>
	<p>Recite some simple poems by heart e.g. nursery rhymes, surrounded by noise (Ian Souter) The Horseman (Walter de la Mare)</p>		
	<p>Use age-appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries, word banks developed in English lessons.</p>		<p>Recite poems by heart, using intonation to make the meaning clear.</p>