



Reading

	WORD READING Phonics		
	EYFS	Year 1	Year 2
National Curriculum	<p>ELG – Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Apply phonic knowledge and skills as the route to decode 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 other words of more than one syllable that contain taught GPCs.</p> <p>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.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>
Skills	<p>I can say the sounds for the letters of the alphabet including the sounds for 10 or more digraphs.</p> <p>I can read phonetically decodable books consistent with my developing phonic knowledge.</p> <p>I can sight read some common exception words.</p> <p>I engage with books and other reading material at a deeper level, drawing on phonic knowledge to decode words.</p>	<p>I can apply phonic knowledge and skills as the route to decode words by blending phonemes to decode familiar and unfamiliar words.</p> <p>I can recognise grapheme-phoneme correspondences for 40+ phonemes, including alternative sounds for graphemes, responding speedily.</p> <p>I can read words of more than one syllable that contain taught GPCs.</p> <p>I can read phonetically decodable books consistent with my developing phonic knowledge.</p>	<p>I can continue to apply my growing phonic knowledge to decode familiar and unfamiliar words.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far and recognising alternative sounds.</p> <p>I can accurately read words of more than two syllables.</p> <p>I can read books closely matched with my phonic knowledge and sound out unfamiliar words without hesitation so that they do not adversely affect fluency.</p>
Knowledge	<p>Explain what a phoeme and digraph is.</p> <p>Understand how to use their phonics knowledge to blend and read unfamiliar words.</p> <p>Have a knowledge of language structure, subject knowledge and illustrations to interpret different texts.</p>	<p>Understand and explain what a syllable is.</p> <p>Explain what a phoneme, digraph, trigraph and split digraph is.</p> <p>Understand how to use their phonics knowledge to blend and read unfamiliar words.</p>	<p>Understand that graphemes may have alternative sounds.</p>
Topic / Coverage	<p>Words around the environment and continuous provision inside and out</p> <p>Non-fiction and fiction books in the environment, linked to the learning and current topic</p> <p>Phonics lessons</p>	<p>Superheroes</p> <p>Moon Zoom</p> <p>Enchanted Woodland</p> <p>Dinosaur Planet</p> <p>Bright Lights, Big City</p>	<p>Wriggles and Crawls</p> <p>Beachcombers</p> <p>Tunnels, Turrets and Towers</p> <p>Great Fire of London</p> <p>The Scented Garden</p> <p>Mud, Mess and Mixture</p>



Reading

				Fluency		
				EYFS	Year 1	Year 2
National Curriculum	<p>ELG – Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>Read common exception words, noting unusual correspondences between spelling and sound and 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 words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>			
Skills	<p>I can read a range of print and digital books, both fiction and non-fiction consistent with my phonic knowledge.</p> <p>I can read some high frequency words and common exception words by sight.</p> <p>I can read aloud and show an awareness of punctuation.</p>	<p>I can read aloud and show an awareness of punctuation.</p> <p>I can read most Year 1 common exception words.</p> <p>I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>I can read simple words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s).</p> <p><i>I can read simple words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s). I’m beginning to notice this rule in unfamiliar contractions. I can read all common exception words.</i></p>	<p>I can read words containing and recognise common suffixes e.g. –ful, –less, –ness, –ment, –ly.</p> <p>I can accurately read most Year 2 common exception words, noting unusual correspondences between spelling and sound.</p> <p>I can read most familiar words quickly and accurately, without overt sounding and blending.</p> <p>I can re-read books to build up my fluency and confidence in word reading.</p> <p><i>I can read words containing and recognise common suffixes e.g. –ful, –less, –ness, –ment, –ly and begin to explain how they change their word meaning.</i></p>			
Knowledge	<p>Explain the purpose of full-stops, question marks and exclamation marks when reading.</p> <p>Identify the differences between fiction, non-fiction and poems and rhymes.</p>	<p>Explain the purpose of full-stops, question marks and exclamation marks when reading.</p> <p>Identify suffixes and explain their purpose.</p> <p>Explain what a contraction is.</p>	<p>Understanding that some words have unusual correspondences between spelling and sounds.</p>			
Topic / Coverage	<p>Words around the environment and continuous provision inside and out</p> <p>Non-fiction and fiction books in the environment, linked to the learning and current topic</p> <p>Phonics lessons</p>	<p>Superheroes</p> <p>Moon Zoom</p> <p>Enchanted Woodland</p> <p>Dinosaur Planet</p> <p>Bright Lights, Big City</p>	<p>Wriggles and Crawls</p> <p>Beachcombers</p> <p>Tunnels, Turrets and Towers</p> <p>Great Fire of London</p> <p>The Scented Garden</p> <p>Mud, Mess and Mixture</p>			



Reading

COMPREHENSION			
Reading for Pleasure			
	EYFS	Year 1	Year 2
National Curriculum	<p>ELG – Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 used vocabulary during discussions about stories, non-fiction, rhymes, and poems during role play 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Discussing the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Skills	<p>I can re-enact and reinvent stories I have heard within my play and exploration. I can discuss stories or information that has been read to me or I have read myself. I can recognise and join in with predictable phrases when listening to an increasing range of stories and poems. I can continue a rhyming string.</p>	<p>I can listen to and discuss a wide range of poems, stories and non-fiction that are read aloud. I can listen to what others say and take turns in a discussion about books I have had read to me. I can recognise and join in with predictable phrases when listening to an increasing range of stories and poems. I can begin to link what I have read and heard to my own experiences through illustrations and text. I can retell a very familiar story (key stories, fairy stories and traditional tales) including characteristics of the original. I can recite by heart a simple poem or rhyme. I can discuss and identify the meanings of new words and phrases.</p> <p><i>I can link what I have read and heard to my own experiences and those of others through illustrations and text.</i></p>	<p>I can listen to, contribute to discussions and express views about a wide range of texts beyond the level I can independently read e.g. poetry, stories and non-fiction. I can discuss a sequence of events and explain how items of information are related. I am becoming familiar with retelling a range of stories using story language. I can explore non-fiction books structured in different ways, finding information using features I can identify. I can recognise and share my opinion on simple recurring literary language in stories and poetry. I can discuss and clarify the meaning of words to things I already know. I can discuss my favourite words and phrases from a text, explaining reasoning. I am building up my repertoire of poems that I can recite by heart and can use intonation to make the meaning clear. I can listen to what others say and take turns in a discussion about books I have read for myself.</p>



Reading

			<i>I can listen to, contribute to discussions and express views about a wide range of texts beyond the level I can independently read e.g. poetry, stories and non-fiction using others' opinions to help shape my own view.</i>
Knowledge	Identify story settings, characters and events in detail. Identify different text types. Identify alliteration within text.	Identify different text types (e.g. story, poem, information text). Explain the features of different text types (e.g. key stories, fairy stories, traditional tales). Identify rhymes and patterns in poems and stories.	Identify features of different poems. Understand the features of a non-fiction text. Understand where to use appropriate intonation when reading aloud to make their reading clear.
Topic / Coverage	Words around the environment and continuous provision inside and out Non-fiction and fiction books in the environment, linked to the learning and current topic Phonics lessons	Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture



Reading

Reading for Understanding			
	EYFS		
National Curriculum	<p>ELG – Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 used vocabulary during discussions about stories, non-fiction, rhymes, and poems during role play. 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting inaccurate reading. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. • Explain clearly their understanding of what is read to them. 	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Skills	<p>I can use and understand new vocabulary introduced during discussions about stories, non-fiction, rhymes and poems during play.</p> <p>I can predict what might happen next based on what I have already read or know from the text.</p> <p>I can begin to explain my understanding of what has been read to me.</p> <p>I can answer simple questions/find information in response to a direct question with support.</p> <p>I have an understanding of the difference between fiction and non-fiction texts. For example; I can distinguish between and talk about the features of fiction and non-fiction.</p>	<p>I can recognise inaccurate reading when listening to others and sometimes in my own reading.</p> <p>I understand the relevance of the title and how this relates to the illustrations and the main events within the text.</p> <p>I can make basic inferences based on what is happening in a text e.g. what the character is doing and who is speaking.</p> <p>I can predict what might happen next based on what I have already read or know from the text.</p> <p>I can begin to explain my understanding of what has been read to me.</p> <p>I can answer simple questions/find information in response to a direct question with support.</p> <p>I have an understanding of the difference between fiction and non-fiction texts. For example; I can distinguish between and talk about the features of fiction and non-fiction.</p> <p><i>I can recognise and correct inaccurate reading when listening to others and with increasing accuracy in my own reading.</i></p> <p><i>I can predict what might happen next based on what I have already read or know from the text, demonstrating some understanding of cause and effect.</i></p> <p><i>I can locate specific information on a given page in response to a direct question independently.</i></p>	<p>I can draw on prior knowledge, background information or vocabulary provided by the teacher to help me understand books I can accurately read.</p> <p>I can check the text makes sense as I read, correcting any inaccurate reading.</p> <p>I can make inferences on the basis of what is being said or done.</p> <p>I can answer or ask questions about the book I am reading.</p> <p>I can predict what might happen next.</p> <p>I can explain my understanding of what I have heard and what I have read for myself.</p> <p><i>I can draw on prior knowledge, background information or vocabulary to help me make links between books I am reading and the books I have read. For example; comparing characters and challenging conventional themes e.g. giants always being portrayed as a 'bad' character.</i></p> <p><i>I can ask and answer questions to help me make inferences and deductions using some justification.</i></p> <p><i>I can predict what might happen next based on what I have read so far using evidence from the text, explaining cause and effect.</i></p>



Reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Identify the title, author and illustrator and describe them. Understand the difference between fiction and non-fiction texts.</p>	<p>Identify different features of a text (e.g. title, blurb, text, illustrations). Understand what is meant by 'main events' in a story. Understand the difference between fiction and non-fiction texts.</p>	<p>Explain what an inference is. Explain what a prediction is.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic / Coverage</p>	<p>Words around the environment and continuous provision inside and out Non-fiction and fiction books in the environment, linked to the learning and current topic Phonics lessons</p>	<p>Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City</p>	<p>Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture</p>