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| **Word Reading** | **Comprehension** |
| As above and:Letters and Sounds Phases 4 to 5.* Respond speedily with the correct sound to grapheme for the 44 phonemes.
* Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow in snow and cow.*
* Read accurately by blending sounds in unfamiliar words.
* Read words containing *–s, -es, -ing, -ed, -er, -est* endings.
* Split two and three syllable words into the separate syllables to support blending for reading.
* Read words with contractions e.g. *I’m, I’ll, we’ll* and understand that the apostrophe represents the omitted letter.
* Automatically recognise approximately 150 high frequency words (see bottom).
* Apply phonic knowledge for reading.
* Read aloud accurately books that are consistent with their developing phonic knowledge.
* Develop fluency, accuracy and confidence by re-reading books.
* Read more challenging texts using phonics and high frequency word recognition.
 | As above and:Develop pleasure in reading, motivation to read, vocabulary and understanding by:* Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
* Identifying and discuss the main events in stories.
* Identifying and discuss the main characters in stories.
* Recalling specific information in texts.
* Recognising and join in with language patterns and repetition.
* Use patterns and repetition to support oral retelling.
* Reciting rhymes and poems by heart.
* Relating texts to own experiences.
* Re telling familiar stories in a range of contexts e.g. *small world, role play, storytelling.*
* Make personal reading choices and explain reasons for choices.

Understand both the books they can already read accurately and fluently and those that they listen to by:* Introducing and discussing key vocabulary.
* Activating prior knowledge e.g. *what do you know about minibeasts?*
* Checking that texts make sense while reading and self-correct.
* Making predictions based on what has been read so far.
* Make basic inferences about what is being said and done.
* Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.*

Participating in discussion about what is read to them, taking turns and listening to what others say by:* Listening to what others say.
* Taking turns.
* Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.*
* Explaining clearly their understanding of what is read to them.
* Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.
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