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| **Word Reading** | **Comprehension** |
| As above and:Letters and Sounds Phase 6.* Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
* Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
* Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.*
* Read words containing common suffixes e.g. *–ness, -ment, -ful, -ly.*
* Read further common exception words, noting tricky parts (see bottom).
* Read frequently encountered words quickly and accurately without overt sounding and blending.
* Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
* Re-read these books to build up their fluency and confidence in word reading.
* Uses tone and intonation when reading aloud.
* Read longer and less familiar texts independently.
 | 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 contemporary and classic poetry.
* Sequencing and discussing the main events in stories.
* Learning and reciting a range of poems using appropriate intonation.
* Retelling a wider range of stories, fairy tales and traditional tales.
* Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.
* Discussing how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
* Identifying, discussing and collecting favourite words and phrases.
* Recognising use of repetitive language within a text or poem e.g. *run, run as fast as you can and across texts e.g. long, long ago in a land far away*…
* 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 within the context of a text.
* Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
* Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?*
* Checking that texts make sense while reading and self-correct.
* Making predictions using evidence from the text.
* Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?*

Participating in discussion about what is read to them, taking turns and listening to what others say:* Making contributions in whole class and group discussion.
* Listening and responding to contributions from others.
* Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?*
* Considering other points of view.

Explaining clearly their understanding of what they read themselves and what is read to them:* Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.
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