|  |  |
| --- | --- |
| **Word Reading** | **Comprehension** |
| As above and:* Read aloud accurately books that are consistent with their developing phonic knowledge.
* Apply phonic knowledge and skills as the route to decode words.
* 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 common exception words, noting tricky parts (see below).
* 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.
* Develop fluency, accuracy and confidence by re-reading books.
* Read more challenging texts using phonics and common exception word recognition.
 | As above and:**Developing pleasure in reading and motivation to read*** Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.
* Relate texts to own experiences.
* Recognise and join in with language patterns and repetition.
* Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
* Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.*
* Enjoy and recite rhymes and poems by heart.
* Make personal reading choices and explain reasons for choices.

**Understanding books which they can read themselves and those which are read to them*** Introduce and discuss key vocabulary, linking meanings of new words to those already known.
* Activate prior knowledge e.g. *what do you know about minibeasts?*
* Check that texts make sense while reading and self-correct.
* Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
* Give opinions and support with reasons e.g. *I like the Little Red Hen because she…*
* Explain clearly their understanding of what is read to them.
* Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
* Identify and discuss the main events in stories.
* Identify and discuss the main characters in stories.
* Recall specific information in fiction and non-fiction texts.
* Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*
* Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.*
* Make basic inferences about what is being said and done.
* Make predictions based on what has been read so far.

**Participating in discussion*** Listen to what others say.
* Take turns.
 |

**1**

**1**

**2**

**1**

**2**

**1**

**2**

**1**

**2**

**1**