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| **Word Reading** | **Comprehension** |
| As above and:   * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * Re-read books to build up fluency and confidence in word reading. * Read frequently encountered words quickly and accurately without overt sounding and blending. * 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 longer and less familiar texts independently. * Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. * Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*. * Read words containing common suffixes e.g. *–ness, -ment, -ful,*   *-less -ly, -ing, -ed, -er, -est, -y.*   * Read further common exception words, noting tricky parts (see below). | As above and:  **Developing pleasure in reading and motivation to read**   * Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. * Orally retell a wider range of stories, fairy tales and traditional tales. * Sequence and discuss the main events in stories and recounts. * Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. * Recognise the 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*…). * Learn and recite a range of poems using appropriate intonation. * Make personal reading choices and explain reasons for choices.   **Understanding books which they can read themselves and those which are read to them**   * Identify, discuss and collect favourite words and phrases. * Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. * Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* * Uses tone and intonation when reading aloud. * Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?* * Check that texts make sense while reading and self-correct. * Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions. * Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because…* * Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* * Make predictions based on what has been read so far. * Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* * Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.   **Participating in discussion**   * Participate in discussion about what is read to them, taking turns and listening to what others say. * Make contributions in whole class and group discussion. * Consider other points of view. * Listen and respond to contributions from others. |