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| **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. |

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