



Reading

2022-2023

Birth to 3
<p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>
Aged 3 - 4
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother <p>Engages in extended conversations about stories. Enjoys learning new vocabulary.</p>
Children In Reception
<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
Early Learning Goal
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Year 1
<p>Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions (e.g., I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension - <i>Develop motivation in reading, motivation to read, vocabulary and understanding by:</i></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own personal experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and able to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Comprehension - <i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making simple inferences about feelings and actions</p> <p>Predicting what might happen on the basis of what has been said so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>
Year 2
<p>Word Reading</p> <p>Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word</p>

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
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

Comprehension - *Develop motivation in reading, motivation to read, vocabulary and understanding by:*

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Discussing the sequence of events in books and how items of information are related
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Being introduced to non-fiction books that are structured in different ways
Recognising simple recurring literary language in stories and poetry
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Comprehension - *Understand both the books they can already read accurately and fluently and those they listen to by:*

Drawing on what they already know or on background information and vocabulary provided by the teacher
Checking that the text makes sense to them as they read and correcting inaccurate reading
Making inferences on the basis of what is being said and done
Answering and asking questions
Predicting what might happen on the basis of what has been read so far
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.