

## Reading KS1

|                | 2 Year Olds   | Nursery   | Reception   | Year 1  | Year 2  |
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| <u>Phonics</u> | <p>Enjoys songs and rhymes, tuning in and paying attention</p> <p>Joins in with songs and rhymes copying sounds, rhymes, rhythms, tunes and tempo</p> | <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> | <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s,</p> | <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> |

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|  |  |  | <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> | <p><b>-es, -ing, -ed and -est endings.</b></p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> | <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> |
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| <p><b><u>Fluency</u></b></p> | <p><b>I can look at a book on my own.</b></p> <p><b>Repeats words and phrases from familiar stories</b></p> | <p><b>Repeats words and phrases from familiar stories</b></p> <p><b>Has a love of books?</b></p> <p><b>Is beginning to recognise a few familiar words. E.g. mummy, daddy.</b></p> | <p><b>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words.</b></p> <p><b>Can re-read books showing increased accuracy and fluency.</b></p> | <p><b>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</b></p> <p><b>To reread texts to build up fluency and confidence in word reading.</b></p> | <p><b>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</b></p> <p><b>To reread these books to build up fluency and confidence in word reading.</b></p> <p><b>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</b></p> |
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| <p><b><u>Vocabulary</u></b></p> | <p><b>Repeats words and phrases from familiar stories.</b></p> | <p><b>Children will begin to identify some sounds during oral blending and segmenting games.</b></p> <p><b>Engage in extended conversations about stories, learning new vocabulary</b></p> | <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b></p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p><b>Learns new vocabulary (CL-LAU)</b></p> <p><b>Uses new vocabulary through the day (CL-LAU)</b></p> <p><b>Engages in storytimes (CL-LAU)</b></p> | <p><b>Recognise vocabulary associated with different genres provided by the teacher</b></p> | <p><b>Recognise simple recurring literary language in stories and poems e.g. repetition</b></p> |
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| <p><b><u>Predict</u></b></p> | <p><b>Asks questions about the book. Makes comments and shares their own ideas.</b></p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"<br/><br/>(Communication and Language - LA, U)</p> | <p><b>Anticipate - where appropriate - key events in stories.</b></p> <p><u>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</u></p> <p><b>Make predictions</b><br/>They listen to stories, accurately anticipating key events &amp; <b>respond to what they hear with relevant comments, questions and reactions</b></p> | <p>Predict whether a book will be story or non-fiction based upon the cover and title</p> <p>Predict what might happen based on what has been read so far</p> | <p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations</p> <p>Make predictions based upon events in the text so far</p> <p>Make predictions using experience of reading books based on other familiar texts</p> |
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| <p><b><u>Retrieval</u></b></p> | <p><b>Listens to simple stories and understand what is happening, with the help of the pictures.</b></p> <p><b>Understands simple questions, such as: who? what? where?</b></p> <p><b>(Communication and Language - LA, U)</b></p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>(Communication and Language - LA, U)</p> <p>Knows many rhymes, be able to talk about a familiar book, and be able to tell a long story</p> <p>(Communication and Language - LA, U)</p> | <p>They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</p> <p>Follow text to play 'jump in' in phonics - 'Fastest finger' to answer questions in phonics.</p> | <p>Answer simple questions about characters, setting and key events in a story</p> | <p>Answer questions about characters, setting/s and key events</p> <p>Answer find it questions about key information in a non-fiction text</p> |
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| <u>Inference</u> |  |   |  |   | To begin to make simple inferences  | To make inferences on the basis of what is being said and done |
| <u>Sequence</u>  | <p>Copies finger movements and other gestures in songs e.g. wheels on the bus</p> <p>Develop play around favourite stories using props</p> | <p>Develop play around favourite stories using props</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'<br/>(Maths - Numerical Patterns)</p> | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Can explain the main events of a story</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels,</p> | <p>Sequence pictures for the beginning, middle and end of a story read</p> <p>Identify and discuss the setting and names of the characters in a story</p> | <p>Sequence events from a story, explaining reason for choices</p> <p>Explain and discuss the key information from what is seen or read (link to sequencing).</p> |  |

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|  |  |   | sentences or captions.   |   |   |
| <u>Compare,</u><br><u>Contrast and</u><br><u>Comment</u> | <b>Notices differences between people (UW-PCC)</b> | Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p><b>Demonstrate understanding of what has been read to them by retelling stories</b></p> | <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about</p> | <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> |



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|  |  |  | <p><b>and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b></p> <p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</b></p> | <p>a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> | <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> |
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|  |  |  | <p>and poems when appropriate.</p> <p>Anticipate<br/>(where appropriate) key events in stories.</p> <p>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling<br/>(ELG)<br/>(UW-PP)</p> |  |  |
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