| Word Reading | Comprehension |
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| As above and:<br>Letters and Sounds Phase 6.<br><br>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.<br><br>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.<br><br>▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.*<br><br>▪ Read words containing common suffixes e.g. *–ness, -ment, -ful, -ly.*<br><br>▪ Read further common exception words, noting tricky parts (see bottom).<br><br>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.<br><br>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.<br><br>▪ Re-read these books to build up their fluency and confidence in word reading.<br><br>▪ Uses tone and intonation when reading aloud.<br><br>▪ Read longer and less familiar texts independently. | As above and:<br>Develop pleasure in reading, motivation to read, vocabulary and understanding by:<br><br>▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.<br><br>▪ Sequencing and discussing the main events in stories.<br><br>▪ Learning and reciting a range of poems using appropriate intonation.<br><br>▪ Retelling a wider range of stories, fairy tales and traditional tales.<br><br>▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.<br><br>▪ Discussing how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*<br><br>▪ Identifying, discussing and collecting favourite words and phrases.<br><br>▪ Recognising 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...*<br><br>▪ Make personal reading choices and explain reasons for choices.<br><br>Understand both the books they can already read accurately and fluently and those that they listen to by:<br><br>▪ Introducing and discussing key vocabulary within the context of a text.<br><br>▪ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.<br><br>▪ Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?*<br><br>▪ Checking that texts make sense while reading and self-correct.<br><br>▪ Making predictions using evidence from the text.<br><br>▪ Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?*<br><br>Participating in discussion about what is read to them, taking turns and listening to what others say:<br><br>▪ Making contributions in whole class and group discussion.<br><br>▪ Listening and responding to contributions from others.<br><br>▪ Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?*<br><br>▪ Considering other points of view.<br><br>Explaining clearly their understanding of what they read themselves and what is read to them:<br><br>▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. |