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| **Word Reading** | **Comprehension** |
| As above and:  Letters and Sounds Phases 4 to 5.   * 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 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. * Automatically recognise approximately 150 high frequency words (see bottom). * Apply phonic knowledge for reading. * Read aloud accurately books that are consistent with their developing phonic knowledge. * Develop fluency, accuracy and confidence by re-reading books. * Read more challenging texts using phonics and high frequency word recognition. | As above and:  Develop pleasure in reading, motivation to read, vocabulary and understanding by:   * Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. * Identifying and discuss the main events in stories. * Identifying and discuss the main characters in stories. * Recalling specific information in texts. * Recognising and join in with language patterns and repetition. * Use patterns and repetition to support oral retelling. * Reciting rhymes and poems by heart. * Relating texts to own experiences. * Re telling familiar stories in a range of contexts e.g. *small world, role play, storytelling.* * Make personal reading choices and explain reasons for choices.   Understand both the books they can already read accurately and fluently and those that they listen to by:   * Introducing and discussing key vocabulary. * Activating prior knowledge e.g. *what do you know about minibeasts?* * Checking that texts make sense while reading and self-correct. * Making predictions based on what has been read so far. * Make basic inferences about what is being said and done. * Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.*   Participating in discussion about what is read to them, taking turns and listening to what others say by:   * Listening to what others say. * Taking turns. * Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.* * Explaining clearly their understanding of what is read to them. * Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how. |

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