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