

| Concept | Nursery | Reception | Y1 | Y2 |
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| Decoding and phonics | <ul style="list-style-type: none"> Show interest in illustrations and print in books and environment Recognise familiar words and signs such as own name and advertising logos Look at and handle books correctly Enjoy and listen to rhyming and rhythmic activities Show awareness of rhyme and alliteration Recognise rhythm in spoken words Listen and join in with stories and poems (one to one and small groups) Continue a rhyming string Begin to hear and say the initial sounds in words | <ul style="list-style-type: none"> Revising Letters and Sounds Phase 1 Tuning into sounds – rhyme and alliteration. Hear and say the initial sound in words. Link sounds to letters, naming and sounding the letters of the alphabet. See and say the Letters and Sounds Phase 2 and 3 GPC's Read words consistent with their phonic knowledge by sound blending (up to and including Letters and Sounds Phase 4) Read common exception words from Letters and Sounds Phase 2 – 4. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Begin to read some year 1/2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read most year 1/2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 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 |
| Reading for pleasure | <p>Develop pleasure for reading by:</p> <ul style="list-style-type: none"> Sharing poetry and songs repeatedly Visiting the library and encouraging children to use their own reading area | <p>Develop pleasure for reading by:</p> <ul style="list-style-type: none"> Reading and sharing books frequently with children, and engaging them actively in stories, non-fiction, rhymes and poems e.g. joining in with repeated refrains or actions Ensuring books are embedded into children's play and interests Encouraging children to develop their own narratives, role play and explanations through play | <p>Develop pleasure for reading by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learning to appreciate rhymes and poems and to recite some by heart | <p>Develop reading for pleasure by:</p> <ul style="list-style-type: none"> Reading age appropriate texts Reading for themselves a wide range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently. |
| Vocabulary | <ul style="list-style-type: none"> Understand humour e.g nonsense rhymes, jokes Develop vocabulary by: Providing children with extensive opportunities to use and embed new words in a range of contexts Build up vocabulary that reflects the breadth of their experiences. | <ul style="list-style-type: none"> Develop vocabulary by: Providing children with extensive opportunities to use and embed new words in a range of contexts Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. | <ul style="list-style-type: none"> Develop vocabulary by: Recognising vocabulary associated with different genres provided by the teacher Discussing word meaning and linking new meanings to those already known. Discussing favourite words and phrases from the text Recognising and joining in with predictable phrases. | <ul style="list-style-type: none"> Develop vocabulary by: Recognising simple recurring literary language in stories and poems Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Beginning to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context. |

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| <p style="text-align: center;">Inference</p> | <ul style="list-style-type: none"> Begin to understand how and why questions infer character's feelings using the pictures and own experiences to talk about them | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | <ul style="list-style-type: none"> Show that they understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Making links to personal experiences Making inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions | <ul style="list-style-type: none"> Show that they understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Drawing upon knowledge of the topic outside of the book including other similar books Drawing on what they already know or on background information and vocabulary provided by the teacher Making simple inferences about characters feelings based upon their actions and speech |
| <p style="text-align: center;">Prediction</p> | <ul style="list-style-type: none"> Suggests how a story might end or what might happen next based on pictures from the book, and talks to others about this | <p>Developing prediction skills by:</p> <ul style="list-style-type: none"> Joining in with repeated refrains Anticipating – where appropriate – key events in stories | <p>Making predictions by:</p> <ul style="list-style-type: none"> Predicting whether a book will be story or non-fiction based upon the cover and title Predicting what might happen on the basis of what has been read so far Making predictions, talk about what characters are like, their motivations and what they might have | <p>Making predictions by:</p> <ul style="list-style-type: none"> Making predictions prior to reading based upon the title, cover and skim reading of illustrations Making predictions based upon events in the text so far Making predictions using experience of reading books based on other familiar texts Make predictions about expectations of a text by skim reading, title, contents, illustrations Identifying how features are linked to purpose, e.g. why char |
| <p style="text-align: center;">Discussing reading</p> | <ul style="list-style-type: none"> Listen and join in with discussions about stories and poems either one to one or in small groups Begin to be aware of the way stories are structured Respond to what they hear with relevant comments, questions or actions | <ul style="list-style-type: none"> Through conversation, storytelling and role play, children share their ideas (with support, modelling and sensitive questioning from adults). Inviting children to elaborate and become comfortable using a rich range of vocabulary and language structures. Encouraging children to develop their own narratives, role play and explanations through play | <ul style="list-style-type: none"> Explain their understanding of books that are read to them by: <ul style="list-style-type: none"> Discussing the significance of the title and events Participating in discussion about what is read to them (stories, poems and nonfiction at a level beyond which they can read independently) Understanding the difference between fiction and non-fiction Taking turns and listening to what others say Beginning to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?" | <ul style="list-style-type: none"> Explain their understanding of books that are read to them and books that they are beginning to read independently by: <ul style="list-style-type: none"> Listening to, discussing and expressing 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 Participating in discussion about books, poems & other works that they can read for themselves, Taking turns and listen to what others say Explaining their understanding of books poems and other materials that they have read and which have been read to them |
| <p style="text-align: center;">Retrieve</p> | <ul style="list-style-type: none"> Answer simple recall questions verbally about known stories Retell simple past events of known stories Look at who and how starting word questions | <ul style="list-style-type: none"> Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | <ul style="list-style-type: none"> Answer simple questions about characters, settings and key events in a story Identifying the main events or key points in a text Recognise some typical characters and settings of fairy stories and traditional tales Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book State whether they like a story or poem being introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> Asking and answering simple relevant inference/ detective questions about a story or simple non-fiction text Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion Beginning to retrieve information from nonfiction books that are structured in different ways |
| <p style="text-align: center;">Sequence</p> | <ul style="list-style-type: none"> Children recall and order key events by using pictures and verbally Children re-enact stories with adults through role play, puppets etc | <ul style="list-style-type: none"> Encouraging children to develop their own narratives, role play and explanations through play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | <ul style="list-style-type: none"> Sequence pictures for the beginning, middle and end of a story read | <ul style="list-style-type: none"> Sequence events from a story, explaining reasons for choices |

