



| | Year 1 | Year 2 |
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| Decoding | <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts | <ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending |
| Range of Reading | <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 read to their own experiences | <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 |
| Familiarity with Texts | <ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases | <ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry |
| Poetry & Performance | <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear |
| Word Meanings | <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases |
| Understanding | <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading |
| Inference | <ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions |
| Prediction | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far |
| Authorial Intent | | |
| Non-Fiction | | <ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways |
| Discussing Reading | <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them | <ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |