

Word Reading	B	W	N	A	Comprehension	B	W	N	A
Apply phonic knowledge and skills as the route to decode words.					<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>				
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.					listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;				
Read accurately by blending sounds in unfamiliar words.					being encouraged to link what they read or hear to their own experiences;				
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.					becoming very familiar with key stories, fairy stories and traditional tales;				
Read common exception words.					retelling key stories, fairy stories and traditional tales considering their particular characteristics;				
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.					recognising and joining in with predictable phrases;				
Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings.					learning to appreciate rhymes and poems;				
Read other words of more than one syllable that contain taught GPCs.					recite some rhymes and poems by heart;				
Read words with contractions (for example, I'm,I'll,we'll) and understand that the apostrophe represents the omitted letter(s).					discussing word meanings, linking new meanings to those already known.				
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.					<p style="text-align: center;">Comprehension</p> <i>Understanding both the books they can already read accurately and fluently and those they listen to by:</i>	B	W	N	A
Re-read these books to build up their fluency and confidence in word reading.					drawing on what they already know or on background information and vocabulary provided by the teacher;				
					checking that they text makes sense to them as they read;				
					as they read correcting in accurate reading;				
					discussing the significance of the title and event;				
					making inferences on the basis of what is being said and done;				
					predicting what might happen on the basis of what has been read so far;				
					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.				