	*	+		
	14	: 44		
~	-	14	1	

Skills	Year	Year	Year	Year	Year	Year	Year
	R	1	2	3	4	5	6
Decoding children should:	Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)  Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)  Read some taught common exception/ high frequency and familiar words. (LIT)  Read sentences made up of words with taught sounds and common exception words. (LIT)	apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s,	apply phonic decoding until autoriate doe vels reading is fluent  read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, Mul, CK  LEST LESNG THE SOCI-ly  re-read books to build up fluency and confidence in word reading  note punctuation to read with appropriate expression  read accurately by blending, including alternative sounds for graphemes  read Year 2 common exception words, noting unusual correspondences  read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically		apply their growing  It where growing  It where growing  It was and  suffixes (morphology and  etymology), both to read  aloud and to understand  the meaning of new  A words they meet  read further exception  words, noting the  unusual  correspondences  between spelling and  sound, and where these  occur in the word	apply their growing  formities of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet



# UNLOCKING POTENTIAL LEVELLING THE SOCIAL AND ACADEMIC ARENA

		est)  read contractions and understand that the apostrophe represents the omitted letter(s)  read accurately by blending	read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending				
		taught GPCs  develop some fluency and expression, pausing at full stops (extra)					
Range of reading children should:	Read sentences made up of words with taught sounds and common exception words. (LIT)  Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)  To use non-fiction books to develop new knowledge and vocabulary. (C&L)	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and reading for a range of purposes	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and reading for a range of purposes	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and read for a range of purposes  make comparisons within and across books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and read for a range of purposes  make comparisons within and across books

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# UNLOCKING POTENTIAL LEVELLING THE SOCIAL AND ACADEMIC ARENA

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Familiarity with	Talk about and respond to	recognise and join in	become increasingly	increase their familiarity	increase their familiarity	increase their familiarity	increase their familiarity
texts children	stories, rhymes and	with predictable	familiar with and retell a	with a wide range of	with a wide range of	with a wide range of	with a wide range of
should:	poetry; recalling,	phrases	wider range of stories,	books, including fairy	books, including fairy	books, including myths,	books, including myths,
	sequencing and		fairy stories and	stories, myths and	stories, myths and	legends and traditional	legends and traditional
	anticipating key events	become very familiar with	traditional tales	legends, and retell some	legends, and retell some	stories, modern fiction,	stories, modern fiction,
	some as exact repetition	key stories, fairy stories		of these orally	of these orally	fiction from our literary	fiction from our literary
	and some in their own	and traditional tales,	recognize simple			heritage, and books from	heritage, and books from
	words. (LIT)	retelling them and	recurring literary	identify themes and	identify themes and	other cultures and	other cultures and
	words. (Err)	considering their	language in stories and	conventions in a wide	conventions in a wide	traditions	traditions
	To begin to <b>interpret</b>	particular characteristics	poetry	range of books	range of books		
	stories, rhymes and					identify and discuss	identify and discuss
	poetry; making					themes and conventions	themes and conventions
	' '					in and across a wide	in and across a wide range
	suggestions for actions					range of writing	of writing
	and events (images and						
	text). (LIT)						
	To talk about and respond						
	with questions to non-						
	fiction books; recalling						
	some facts with increasing						
	explanation and						
	vocabulary in response to						
Bush and	questions. (LIT)	1	and the state of			1	la constitue de la constitue d
Poetry and	To listen and sing nursery	learn to appreciate rhymes	continue to build up a	prepare poems and play	prepare poems and play	learn a wider range of	learn a wider range of
performance	rhymes and songs,	and poems, and to recite	repertoire of poems	scripts to read aloud and	scripts to read aloud and	poetry by heart, preparing	poetry by heart, preparing
children	recalling whole songs and	some by heart	learnt by heart, appreciate	to perform, showing	to perform, showing	poems and plays to read	poems and plays to read
should:	rhymes singing some		these and recite some,	understanding through	understanding through	aloud and to perform,	aloud and to perform,
	independently and		with appropriate intonation to make the	intonation, tone, volume and action	intonation, tone, volume and action	showing understanding through intonation, tone	showing understanding through intonation, tone
	performing in groups /		meaning clear	and action	allu action	and volume so that the	and volume so that the
	independently for others.		ineaning clear	recognise some different	recognise some different	meaning is clear to an	meaning is clear to an
	(C&L)			_		audience	audience
		I	I	forms of poetry	forms of poetry	audience	audicille



# UNLOCKING POTENTIAL LEVELLING THE SOCIAL AND ACADEMIC ARENA

Word	Talk about elements of a	discuss word meanings and	discuss and clarify the	use dictionaries to check	use dictionaries to check	use dictionaries to check	use dictionaries to check
meanings	topic using	link new meanings to	meanings of words and	the meaning of words	the meaning of words	the meaning of words	the meaning of words
children	newly introduced	words already known	link new meanings to	that they have read	that they have read	that they have read	that they have read
should:	vocabulary (C&L)	•	known vocabulary	,	,	·	,
	, , ,		,				
			discuss their favourite				
			words and phrases				
Understanding	Understand how to listen	draw on what they already	discuss the sequence of	check that the text makes	check that the text makes	check that the book makes	check that the book makes
children	carefully. (C&L)	know or on background	events in books and how	sense to them, discuss	sense to them, discuss	sense to them, discuss	sense to them, discuss
should:		information and	items of information are	their understanding and	their understanding and	their understanding and	their understanding and
	Respond to stories	vocabulary provided by the	related	explain the meaning of	explain the meaning of	explore the meaning of	explore the meaning of
	(rhymes and songs) with	teacher		words in context	words in context	words in context	words in context
	actions, relevant		draw on what they already				
	comments, questions;	be encouraged to link	know or on background	ask questions to improve	ask questions to improve	ask questions to improve	ask questions to improve
	recalling key events. (LIT)	what they read or hear	information and	their understanding of a	their understanding of a	their understanding	their understanding
		read to their own	vocabulary provided by	text	text		
	Talk about elements of a	experiences	the teacher			summarise the main ideas	summarise the main ideas
	topic using newly			identify main ideas	identify main ideas	drawn from more than	drawn from more than
	introduced vocabulary and	check that the text makes	make links between a	drawn from more than	drawn from more than	one paragraph,	one paragraph,
	extending sentences using	sense to them as they	current book and those	one paragraph and	one paragraph and	identifying key details to	identifying key details to
	a range of conjunctions to	read and correct	already read	summarise these	summarise these	support the main ideas	support the main ideas
	offer extra explanation	inaccurate reading					
	and detail. (LIT)		check that the text makes	identify morals and	identify morals and		
		answer simple retrieval	sense to them as they	messages in a story	messages in a story		
		questions about a text	read and correct				
		and find evidence to	inaccurate reading				
		support answers (Extra)					
Inference	To begin to <b>interpret</b>	discuss the significance of	make inferences on the	draw inferences such as	draw inferences such as	draw inferences such as	draw inferences such as
children	stories, rhymes and	the title and events	basis of what is being said	inferring characters'	inferring characters'	inferring characters'	inferring characters'
should:	poetry; making		and done	feelings, thoughts and	feelings, thoughts and	feelings, thoughts and	feelings, thoughts and
	suggestions for actions	make inferences on the		motives from their actions	motives from their actions	motives from their	motives from their actions,
	and events (images and	basis of what is being	answer and ask questions	:	:	actions, and justify	and justify inferences with
	text).(LIT)	said and done		justify inferences with evidence	justify inferences with evidence	inferences with evidence	evidence



### UNLOCKING POTENTIAL LEVELLING THE SOCIAL AND ACADEMIC ARENA

Prediction children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent children should:	Words.			discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction children should:	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.  Know and explain some differences between fiction and non-fiction books.	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non- fiction texts	retrieve and record information from non- fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts



### UNLOCKING POTENTIAL LEVELLING THE SOCIAL AND ACADEMIC ARENA

Discussing	Talk about and respond	participate in discussion	participate in discussion	participate in discussion	participate in discussion	recommend books that	recommend books that
reading	to stories (rhymes and	about what is read to	about books, poems &	about both books that are	about both books that are	they have read to their	they have read to their
children should:	songs) with actions,	them by taking turns and	other works that are read	read to them and those	read to them and those	peers and giving reasons	peers and giving reasons
	relevant comments,	listening to what others	to them & those that they	they can read for	they can read for	for their choices	for their choices
	guestions.	say	can read for themselves	themselves by taking	themselves by taking		
	4		by taking turns and	turns and listening to	turns and listening to	participate in discussions	participate in discussions
	Talk about and respond to	explain clearly their	listening to what others	what others say	what others say	about books, building on	about books, building on
	stories, rhymes and	understanding of what is	say			their own and others'	their own and others'
	poetry; recalling,	read to them				ideas and challenging	ideas and challenging views
	sequencing and		explain and discuss their			views courteously	courteously
	anticipating key events		understanding of books,				
	some as exact repetition		poems and other material,			explain and discuss their	explain and discuss their
	and some in their own		both those that they listen			understanding of what	understanding of what
	words.		to and those that they read for themselves			they have read, including	they have read, including
	words.		read for themselves			through formal	through formal
	Dogin to interpret stories					presentations and debates	presentations and debates
	Begin to <b>interpret</b> stories,					debates	provide reasoned
	rhymes and poetry;					provide reasoned	justifications for their
	making suggestions for					justifications for their	views
	actions and events.					views	views
	Talk about and respond						
	Talk about and respond						
	with questions to non-						
	fiction books; recalling						
	some facts with increasing						
	explanation and						
	vocabulary in response to						
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Dwi November 2023