| Word Reading | Positive Attitudes and Pleasure in Reading | Accuracy, Fluency and Understanding | Discussion, Retrieval and Analysis |
|---|---|---|---|
| W1. To read aloud books that continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | P1. To develop pleasure in reading, motivation to read, vocabulary and understanding | F1. In a book that they can already read fluently, the pupil can -check it makes sense to them, correcting any inaccurate reading. -answer questions and make some inferences -explain what has happened so far in what they have read. | D1. To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say |
| W2. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. W3. To read most common exception words. | P2. To listen to, discuss and express 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. P3. To be introduced to non-fiction books that are structured in different ways | F2. To understand both the books they can already read accurately and fluently and those they listen to. - To draw on own knowledge or on background information and vocabulary provided by the teacher. | D2. The pupil can in a book they are reading independently -make inferences -make plausible prediction about what might happen on the basis of what has been read so far. -make links between the book they are reading and other books that they have read. |
| W4. To sound out most unfamiliar words accuratly without undue hesitation. W5. To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y2 list, moving to Y3 when ready) | P4. To discuss the sequence of events in books and how items of information are related. P5. To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. | -To check that the text makes sense to them as they read, and correct inaccurate reading. - To make and write inferences on the basis of what is said and done for example; Hansel was clever when he put stones in his pocket because… | D3. To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| W6. To read words containing common suffixes e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y, -le, -tion, el, -al W7. To read words containing the prefix un-. W8. To accurately read words with 2 or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping. | P6. To recognise simple recurring literary language in stories and poetry P7. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. P8. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. | F3. To make and write about predictions based what has been read so far. F4. To answer and ask questions about a story. | |
| W9. To read most words quickly and accurately, without overt sounding and blending and sufficiently fluently to allow | P9. To discuss favourite words and phrases. | | |

| | | | |
|---|---|---|---|
| them to focus their understanding rather than on decoding individual words.<br><br>W10. To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.<br><br>W11. To reread these books to build up their fluency and confidence in word reading. | | | |

| Sentence Stems | Vocabulary |
|---|---|
| I think...because…<br>They are similar/different because…<br>I know this because…<br>I found…<br>Next time I could…<br>It was interesting because...<br>I like the part where….<br>I predict that... | plot, illustrator, alliteration, rhythm, beats, simile, narrator, chapter, pattern<br>noun, noun phrase statement,<br>question, exclamation, command compound, suffix adjective, |