



Reading consists of both word reading and comprehension. For word reading, please also see phonics progression document.

	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding					Pupils should be taught to understand that both the books they can already read accurately and fluently and those they listen to				
	Engaging in a range of reading	Understanding the structure of text	Understanding the themes, conventions and content of texts	Performing Poetry/ playscripts	Understanding word meanings	Understanding the use of language	Understanding of text	Using inference and making predictions	Summarising	Navigating text
Reception	<b>Demonstrate understanding of what has been read to them by retelling (and adapting) stories and narratives using their own words and recently introduced vocabulary - Literacy (and EAD)</b> Apply this to science, geography, RE and history, e.g. <b>explain similarities and differences... drawing on knowledge from stories [and] non-fiction texts - UW</b> Also <b>understand the past through settings, characters and events encountered in books and describe their immediate environment using knowledge from... stories [and] non-fiction texts - UW</b> <b>Anticipate – where appropriate – key events in stories - Literacy</b> <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems - CL</b> <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems” - Literacy</b> <b>Make use of props and materials when role playing characters in narratives and stories - EAD</b> <b>Listen carefully to rhymes and songs, paying attention to how they sound and learning some [by heart] - Development Matters (non-statutory)</b> <b>Sing and perform songs, rhymes, nursery rhymes, poems and stories - EAD</b>									
	<b>Key Vocabulary</b> Blend, decode, phoneme, grapheme, digraph, trigraph, split digraph, sentence, sense, fiction, non-fiction, story, poetry, author, illustrator, publisher, prediction, retell, traditional tale									

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Year 1	regularly <b>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</b> with the teacher, other adults and each other, (including those from the school's identified Y1 'core texts') <b>link what they read or hear read to their own experiences</b> make personal reading choices and simple comments about reading preferences (e.g. say what they like/dislike about a text)	be introduced to a variety of non-fiction books distinguish the differences between fiction and nonfiction texts and discuss the different purposes for reading them sort non-fiction books into those with similar content/ structure identify simple non-fiction features that support the structure of the text (e.g. labels, titles , captions) discuss the sequence of events in stories and identify the beginning, middle and end discuss a poem's pattern (e.g. poems with repeating patterns or lines)	<b>become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics</b> and (retell in a range of contexts (e.g. small world, role play, story boxes, puppets, storytelling) <b>recognise and join in with predictable phrases/story language</b> (e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling) recognise the elements of stories (e.g. main events, main characters and whether they are good or bad, settings)	<b>learn to appreciate rhymes and poems, and to recite some by heart</b> perform poetry in unison, following the rhythm and keeping time imitate and invent actions to accompany poetry	<b>discuss word meanings, linking new meanings to those already known</b>	discuss favourite words and phrases in poems and stories	activate prior knowledge and <b>draw on what they already know or on background information and vocabulary provided by the teacher</b> <b>discuss the significance of the title and events</b> use active reading strategies including: <b>checking that the text makes sense to them as they read; correcting inaccurate reading;</b> asking questions (e.g. about things/words in the text they do not understand) answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions <b>participate in discussion about what is read to them, taking turns and listen to what others say explain clearly their understanding</b>	<b>make inferences on the basis of what is being said and done</b> and through detail in pictures (e.g. character putting on sun cream/t-shirt suggests it is sunny/hot) <b>predict what might happen on the basis of what has been read so far</b> (e.g. about the content/purpose of a text based on the title and the picture on the front cover) make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience	identify the main idea of a text (e.g. 'This book is all about pets.')	locate page showing specific information (e.g.: <i>flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text</i> )

							<p><b>of what is read to them</b> (e.g. give opinions about simple texts [e.g. Hansel was clever when he put stones in his pocket])</p>			
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<p><b><u>Word Reading</u></b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>										

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Year 2	regularly <b>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</b> (including those from the school's identified Y2 'core texts') read for a range of purposes (e.g. enjoyment, to find out information) make personal reading choices and explain reasons for these (e.g. linked to content, cover) recommend books that they have read to their peers (make links to personal reading choices and reasons for these) identify appropriate non-fiction books to use to find out information about a given topic	<b>be introduced to non-fiction books that are structured in different ways</b> identify non-fiction features that support the structure of the text (e.g. sub-headings, contents, glossary, captions, text boxes, diagrams) <b>discuss the sequence of events in books</b> (including identifying the five stages of a story) <b>and how items of information are related</b> recognise the structure and/or patterns of some simple forms of poetry (e.g. list poems, question and answer poems, simple rhyming poetry)	<b>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</b> (continue to retell in a range of contexts) <b>recognise simple recurring literary language in stories and poetry</b> (e.g. typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...') recognise typical settings (e.g. forest for a fairy story) and characters (e.g. good and bad and what typically happens to them)	<b>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</b> perform poetry individually or together; speak audibly and clearly	<b>discuss and clarify the meanings of words, linking new meanings to known vocabulary</b> use picture dictionaries to check the meanings of words they have read/heard read use morphology to work out the meaning of unfamiliar words (e.g. prefixes)	identify, <b>discuss</b> and collect their <b>favourite words and phrases</b> and give reasons for choice (e.g. alliteration, humorous phrases)	activate prior knowledge and <b>draw on what they already know or on background information and vocabulary provided by the teacher</b> use active reading strategies including: <b>checking that the text makes sense to them as they read; correcting inaccurate reading</b> (e.g. checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic); <b>asking questions</b> (e.g. about things/words in the text they do not understand) <b>answer</b> literal, inferential (see <i>using inference and making predictions section</i> ) and evaluative comprehension <b>questions</b> <b>participate in</b>	<b>make inferences on the basis of what is being said and done</b> (e.g. use actions of characters to work out what time of day it is [e.g. getting the bus to school suggests it is early morning]; use actions of characters to work out where the story is set [e.g. 'Alex jumped off the swing and ran over to the slide' suggests he is in the park]; use inference to understand what has prompted a character's behaviour in a story) <b>predict what might happen on the basis of what has been read so far</b> (e.g. about how characters might behave from what they say or do) make predictions based on knowledge of typical settings and	identify the main ideas of a text (e.g. 'This book is all about dogs, what they eat and how to look after them.')	locate pages showing specific information in fiction and non-fiction (e.g. flick through a book to look for particular pictures or headings or use contents page) scan a short section of text for a key word

							<p><b>discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen 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</b></p>	<p>what is likely to happen in them (e.g. a character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave make predictions using experience of reading books by the same author (e.g. predict that a book by Julia Donaldson will rhyme)</p>		
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<p><b>Word Reading</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p>reread these books to build up their fluency and confidence in word reading</p>										

## Book Bands and Keyword Acquisition

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book Band	Reception	Pink	Pink	Red	Red	Yellow	Yellow
	Year 1	Blue	Green	Orange	Orange	Turquoise	Purple
	Year 2	Purple	Gold	Gold	White	Lime	Lime
Keyword Acquisition	Reception	32 by end of term (using phonics knowledge)		56 by end of term (32 instant recall)		76 by end of term (56 instant recall)	
	Year 1	100 by end of term		150 by end of term		200 by end of term	
	Year 2	250 by end of term		300 by end of term		347 by end of term	