

Word Reading

• Match all 40+ graphemes to their phonemes (Phase 3)KPI			
• Apply phonic knowledge and skills as the route to decode wordsKPI			
• Blend sounds in unfamiliar words KPI			
• Read common exception words, noting unusual correspondences between sound and spelling and where these occur in a wordKPI			
• Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset			
• Read compound words, for example, football, playground, farmyard, bedroom			
• Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)			
• Read phonically decodable texts with confidence			
• Read words containing 's, es, ing, ed, er, est' endings			
• Read words which have the prefix -un added			
• Add the endings -ing, -ed and -er to verbs where no change is needed to the root word			
• Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)			
• Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out wordsKPI			
• Re-read books to build up fluency and confidence in word reading			

Reading Comprehension

• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independentlyKPI			
• Say what they like or dislike about a text			
• Link what they read or hear read to their own experiences			
• Retell key stories orally using narrative languageKPI			
• Recognise and join in with predictable phrases			
• Understand and talk about the main characteristics within a known key story			
• Learn some poems and rhymes by heart			
• Use prior knowledge, context and vocabulary provided to understand texts			
• discuss word meanings, linking new meanings to words already known			
• Check that the text makes sense to them as they read and correct miscues KPI			
• Begin to draw inferences from the text and/or the illustrations based on what is being said and done in the text			
• Make predictions based on the events in the text so farKPI			
• Explain what they understand about a text			
• Discuss the significance of the title and eventsKPI			
• Participate in discussion about what is read to them, taking turns and listening to what others say			