

Reading	Early Years	Year 1	Year 2
Word Reading	<ul style="list-style-type: none"> -To knows that print carries meaning -To recognises familiar words and signs -To hear and identify initial sounds in words -To hear and identify sounds in CVC words - To orally segment and blend heard words - To recognise letters and links to letter sounds - To know letter sounds - To know letter names - To know that print is read from top to bottom and left to right -To point to each word as they read - To use phonics skills to segment letter sounds to read CVC words. -To use phonics skills to blend letter sounds to read CVC words. - To apply phonics skills to decode longer words. - To recognise some tricky words. - To read and understand simple sentences. - To use cues from the pictures to make meaningful attempts at unknown words. - To read phonically regular words of more than one syllable. 	<ul style="list-style-type: none"> -To read Phase 5 words -To identify 40+ phonemes -To use sounds to read unfamiliar words -To read most of the Year 1 common exception words -To read words with suffixes -To read words with more than one syllable -To read words with contractions -To read aloud phonically decodable texts with increasing fluency -To break down compound words to help read the word -To self-correct errors while I am reading so that it makes sense -To read phase 5 books -To read a variety genres 	<ul style="list-style-type: none"> -To blend unknown words quickly and silently -To read accurately most words of two or more syllables -To read most words containing common suffixes* eg enjoyment, sadness, careful, hopeless, badly -To read most of the Year 2 common exception words -To sound out most unfamiliar words accurately, without undue hesitation -To read most words accurately without overt sounding and blending, and sufficiently fluently to allow focus on understanding rather than on decoding individual words -To read Band 9 books -To check if the text makes sense, correcting any inaccurate reading -To use strategies other than phonics to work out unknown words eg context - reading on/back, self-correcting, analogy, grammatical structure -To read fluently (90 words per minute) with expression understanding what has been read -To take note of a range of punctuation when reading eg full stops, exclamation marks, question marks and speech marks -To read a variety genres

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Comprehension	<ul style="list-style-type: none"> -To fill in a missing word or phrase from a familiar story, rhyme or song -To recall story events -To talk about story characters and settings - To talk about what they have read. -To relate personal experience to what is read. - To take meaning from what they have read. - To use knowledge to understand unfamiliar vocabulary. 	<ul style="list-style-type: none"> -To relate personal experience to what is read. -To retell a range of stories and identify some characteristics. -To recognise and join in with predictable phrases from a text. -To recite some common rhymes and poems by heart -To discuss what a word means and suggest alternatives e.g. alternative words for happy. -To ask and answer how and why questions about what has been read - To work out what is happening based on what is being said and done in the text -To predict what might happen next in a story. 	<ul style="list-style-type: none"> -To identify unfamiliar words and ask what they mean - To explain what has happened so far. - To re-tell a story that they have read and re-tell familiar stories - To ask & answer simple questions using evidence from the text (literal retrieval) -To answer questions and make some inferences -To use knowledge of a story so far to make predictions about what will happen next -To use organisational devices in non-fiction texts to retrieve and discuss information -To relate personal experiences to what is being read -To make links with other books -To listen and discuss the structure and language in poems and stories
Behaviours and attitudes	<ul style="list-style-type: none"> -To listen to stories with increasing attention -To enjoy listening to stories, rhymes and songs and identify some favourites -To enjoy joining in with familiar stories and rhymes -To hold books the correct way -To look at books independently 	<ul style="list-style-type: none"> -To listen to stories being read and take pleasure in reading -To take turns to talk about the story and listen to what others say -To clearly express views based on what has been read 	<ul style="list-style-type: none"> -To listen and discuss a variety of different books - To clearly express views based on what has been read -To have a reading preference -To enjoy reading for pleasure