

	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>
Decoding/ word reading	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read aloud accurately books that are consistent with their developing phonic knowledge. • Apply phonic knowledge (44 phonemes) • Recognise and use the different ways of pronouncing the same grapheme eg. 1. ea (in bread, seat) o (post, slot) a (hat, was) ow (snow, cow) 2. i (in fin, find) er (farmer, her) g (giant, grand) ear (pearl, hearing) 3. c (in ice, cream) ch (chef, school, church) ou (could, found, you, shoulder) • Read accurately by blending sounds in unfamiliar words. • Read common exception words, noting tricky parts • Split two and three syllable words into separate syllables • Read words with contractions eg. I'm I'll we'll • Develop fluency, accuracy and confidence in re-reading books • Read more challenging texts using phonic and common exception word recognition.	• Read aloud books closely matched to their improving phonic knowledge , sounding out unfamiliar words: 1. accurately 2. accurately and automatically 3. accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. • Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. • Read accurately words of two or more syllables that contain alternative sounds for a grapheme eg. 1. ow (clown, willow) 2. ea (treated, heading) c (carrot, recently) 3. ou (shoulder, roundabout, grouping) • Read words containing common suffixes eg. 1. -ing -ed -er -est -y 2. -ness -ment -ful -ly • Read further common exception words (Year 2) noting tricky parts. • Take note of punctuation by using tone and intonation when reading aloud eg 1. Pausing at full stops, question marks and exclamation marks 2. Pausing at commas which separate items in a list 3. Changing voice in response to an exclamation mark, question mark

Vocabulary	Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Discuss key vocabulary, linking meaning of new words to those already known.	1. Identify and discuss words within the context of the text. 2. • Use morphology to work out the meaning of unfamiliar words eg. terror, terrorised.
Infer	Listen to and talk about stories to build familiarity and understanding	Answer 'why' questions requiring basic inference eg. Why do you think he said...? Why do you think he did that?	Draw inference about 1. characters 2. events referring to specific evidence from the text, eg. What do you think the character is feeling when..?
Predict	Make predictions based on what has been read so far and give simple reasons.	Discuss the title and predict what the story may be about. • Make predictions based on what has been read so far and give simple reasons	Make predictions about what has been read so far and give reasons.

Explain	e-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of texts by answering questions related to who, what, where, when, how, why. • Identify and describe main characters in stories. • Give opinions and when prompted, support with reasons • Relate texts to own experience and describe in some detail.	Demonstrate understanding of fiction and non-fiction texts by answering questions related to who, what, where, when, how, why (orally and in writing).
Retrieve	Begin to locate parts of text that give particular information e.g., titles, contents.	Locate parts of text that give particular information eg. titles, contents.	Locate specific information from a non-fiction text eg. 1. sub-headings, contents, bullet points, glossary, diagrams 2. index, labelled diagrams and charts
Sequence	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	• Identify and discuss the main events in stories using words like first, next, after that, later on, at the end	Discuss the main events in stories: 1. Using prompt (pictures, objects, questions) 2. Using language such as 'First of all... Moments later... After a while... Finally..