

Reading Curriculum: Knowledge and Skills Map

Medium Term Plan

Year 1

Reading is at the heart of Woodland's curriculum.

READ! READ! READ!

- The Year 1 classroom should be like a fairy tale, children should be able to step inside stories. There will be lots of reading opportunities and provocations to draw children in and stir their imagination.
- In Year 1, children build on work from EYFS and able to sound and blend unfamiliar printed words quickly and accurately using phonic skills already learned. They will hear, share and discuss a wide-range of high-quality books to develop a love of reading and develop their vocabulary.
- In Year 1, children will build on their knowledge of poetry, nursery rhymes and familiar texts from EYFS. They will also be introduced to more complicated, detailed texts read to them by their teacher.
- Content domains explicitly taught.

A class text used and read to the children **EVERY DAY to ensure modelling of expression, tone and volume.**

Key Priorities for reading in KS1

These **MUST** be in place and are non-negotiable:

- Ensure accessibility to a wide range of texts at home and in school- using the library for children to take books home
- Create an attractive and accessible reading environment, rich with stories, poems and rhymes. Also provide a non-fiction area of information texts organised effectively to support browsing and text selection.
- Have texts that spark interest and provide regular opportunities for children to read for enjoyment, by themselves, with each other and with adults.
- Children must be provided with high-quality texts with meaningful and supportive features across a range of text types
- Have a core collection of texts, which allows children to know the text well and establish firm favourites.
- Maintain routines of reading aloud familiar, less well-known and unknown texts with children participating in reading the text with the adult.
- Choose shared texts that can be drawn upon to establish flow, allegiance to the story line and build stamina.
- Model one-to-one correspondence of printed words, developing children's confidence using familiar texts.
- Practise reading high frequency words- put them in VCOPS, increase children's vocabulary of sight words.
- Encourage children to reflect on what they are reading- respond personally to what they read and begin to evaluate books they read and give recommendations

- Children should have a rich stock of digital texts as part of their provision- so children can hear and see models of reading and work on their comprehension above their decoding ability
- Teach phonics in context- introducing GPC and the skills of segmenting and blending. Ensure children learn a core of common sight words that will help facilitate fluency
- Encourage children to self-monitor as they read, checking for sense and accuracy and promote self-correction when reading does not make sense
- Provide regular and meaningful opportunities for discussions about what children read or have read to them.
- Promote deeper understanding by facilitating opportunities to summarise texts, link them to personal experience and answers questions directly related to the text.

Key:

Objectives not highlighted - The child should be demonstrating this objective as it has already been taught. Explicit teaching is required if they are not.

Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.

<u>Key Texts</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
-------------------------	------------------------	------------------------	------------------------

Reading for Pleasure/ Storytime	Mama Panya's Pancakes: a village tale from Kenya by Mary Chamberlin (1 copy)	Afi and the magic drum: a story from Benin by Thecla Midiohouan and Hector D Sonon (Illustrator) (1 copy)	Escape from Pompeii by Christina Balit (1 copy)
RAID/English	Whatever Next! Jill Murphy	Tidy, Emily Gravett	Jack and the Beanstalk,
Poetry	Jack be nimble Mother Goose Nursery Rhymes How much wood could a woodchuck chuck Mother Goose Nursery Rhymes	Hickory Dickory Dock Mother Goose Nursery Rhymes This Little Piggy Mother Goose Nursery Rhymes	Who Has Seen the Wind? - Christina Rossetti
<u>Word Reading and Comprehension Components</u>	Autumn 1	Spring 1	Summer 1
Word Reading	Responds with increasing accuracy, giving the correct sound to graphemes for most of the 40+ phonemes, including, alternative sounds for graphemes	Recognise all set 3 sounds at speed, in any order Read real and non-sense words containing set 3 sounds with confidence	Recognise the sounds ue, oe, ey, e-e, ph, ie, ue, oe, ey, e-e, ph, ie, wh, ll, ff, ss, zz at speed, in any order Read real and non-sense words containing the sounds ue, oe, ey, e-e,

	Use phonic knowledge to decode regular words and to read unfamiliar words. Reads and understands simple sentences. Begin to read Year 1 common exception words Recognise all set 2 sounds at speed in any order Read words containing set 2 sounds confidently (real and nonsense) Read all reception common exception words fluently, begin to read Year 1 common exception words. Be secure reading green/purple books Read multi-syllabic words Be secure reading pink RWI books	Be secure on orange books Be able to read most (85%) phase 4 high frequency and common exception words Be scoring approximately 25+ on past phonics screening check papers	ph, ie, wh, ll, ff, ss, zz with confidence Be secure on yellow books Be able to read most (85%) of phase 5 high frequency and common exception words To have passed with phonics screening check with a score of 32 or above Begin reading words with the –s, -es, –ing, ed, er, est endings Bbegin reading words containing contractions, for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Confidently read Year 1 common exception words- begin to read year 2 common exception words.
--	--	---	--

	Children can distinguish between a word, a letter and a space. Can point to a full stop in a text- begin to understand it is a pause. Be secure reading phase 2 high frequency and common exception words (90%+) Read multi-syllabic words confidently		
Reading Aloud Fluency - Expression & Tone	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children are explicitly taught to use punctuation to pause (, .) Children are explicitly taught to change pitch with questions Children are explicitly taught to change pitch with exclamations- taught that	Children are explicitly taught to use punctuation to pause (, .) – children can now echo teacher's pausing whilst following the text. Children are explicitly taught to change pitch with questions children can now echo teacher's change of pitch whilst following the text. Children are explicitly taught to change pitch with exclamations- taught that exclamations are a show of emotion children can now echo teacher's change of pitch whilst following the text.	Children are explicitly taught to use punctuation to pause (, .) – children are now trying independently when reading aloud to pause at full stops and commas. Children are explicitly taught to change pitch with questions children are now trying independently when reading aloud to change their pitch with questions Children are explicitly taught to change pitch with exclamations- children are now trying independently

	exclamations is a show of emotion Re read above age books/familiar tales/poems to build up their fluency in word reading Children can copy an echo read of a short poem by the teacher- focusing on expression and tone. They can perform this to the class with support.	Children can copy an echo read of a longer poem by the teacher- focusing on expression and tone. Children can performance read a poem/nursery rhyme that they have learnt off by heart with teacher support.	when reading aloud to change their pitch with exclamations Children can copy an echo read of a longer poem by the teacher- focusing on expression and tone. Children can performance read a poem/nursery rhyme that they have learnt off by heart.
Listening and Discussion	Listens to and discusses poetry, stories & non-fiction at a level beyond what they read independently. Participate in discussions about what is read to them, take turns and listen to what others say. Make simple comments about why they like a book. Draw on what they already know/background information provided by teacher to show their understanding of books they	Can select favourite books to re-read and enjoy independently. Can choose and talk about a book from a selection Talks about likes/dislikes of stories, poetry and information texts	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.

	listen to or that they can read accurately and fluently.		
Word Meaning (1a)	Identify words that are familiar, discuss the meaning and use them to comment on the story. Identify words that are unfamiliar and discuss the possible meanings. Discuss the meaning of new words by making links to those already known.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Vocabulary (1a)	Discuss the vocabulary which is traditionally found in fairy-tales, traditional tales and other stories. Know that sometimes we need background knowledge to understand a story. Ask questions about the story which would need background knowledge to be able to answer. Discuss the background knowledge needed for the story to be able to answer questions about the vocabulary. Discuss which vocabulary has been selected specifically for the text based on your background knowledge (subject-specific vocabulary).	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

Sequencing (1c)	Use a story map to show the order of events in a story. Discuss how one event can be more significant than another within a story. Create a story map to show the order of events in the story and discuss the significance of the events.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Retrieval (1b)	Explain what is meant by the term retrieve. Navigate a retrieval question to find key words. Identify and highlight the key words within a retrieval question. Navigate the sentence to retrieve specific information. Retrieve key words from a sentence in fiction.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Organisational Features (1b)	Identify the title, author and blurb of the text. Discuss the meaning of the title. Discuss the significance of having a title and why that title has been chosen for that text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Poetry	Echo read a rhyme or poem.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Mark-make on a copy of the poem to identify full stops, question marks and exclamation marks. Explore how full stops, question marks and exclamation marks change how we read a rhyme or poem. Appreciate and recite by heart rhymes and poems.		
Key Texts	Autumn 2	Spring 2	Summer 2
Reading for Pleasure/ Storytime	Mama Panya's Pancakes: a village tale from Kenya by Mary Chamberlin (1 copy)	Afi and the magic drum: a story from Benin by Thecla Midiohouan and Hector D Sonon (Illustrator) (1 copy)	Escape from Pompeii by Christina Balit (1 copy)
RAID/English	The Three Little Pigs -Patricia Seibert	The Enormous Turnip, Katie Daynes	Amazing Plants, Sally Hewitt
Poetry	'Twas the Night Before Christmas -Clement Clark Moore	Cold - Shirley Hughes	Each, Peach, Pear, Plum – Janet and Allan Ahlberg
<u>Word Reading and Comprehension Components</u>	Autumn 2	Spring 2	Summer 2

Word Reading	Recognise the first 6 set 3 sounds at speed Read real and non-sense words containing the first 6 set 3 sounds with confidence Be ready to start orange books Be secure reading phase 3 high frequency and common exception words (90%+) Scoring 20+ on past phonic screening checks Beginning to identify when reading does not make sense & attempts to self-correct	Begin to recognise the sounds ue, oe, ey, e-e, ph, ie, wh, ll, ff, ss, zz at speed, in any order Begin to read real and non-sense words containing the sounds ue, oe, ey, e-e, ph, ie, wh, ll, ff, ss, zz Be ready to start yellow books Be secure on phase 4 high frequency and common exception words (90% +) Be scoring approximately 32+ on past phonics screening check papers	To be secure on all sounds taught Read 70+ words per minute Be ready to start blue books Be secure reading phase 5 high frequency words (90% +) Be secure reading all Y1 common exception words- begin to read year 2 common exception words. Be secure reading words with the –s, -es, –ing, ed, er, est endings Be secure reading words containing contractions, for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Confidently read Year 1 common exception words- begin to read year 2 common exception words.
Reading - Aloud Fluency - Expression & Tone	Children are explicitly taught to use punctuation to pause (, .) Children are explicitly taught to change pitch with questions Children are explicitly taught to change pitch with exclamations- taught that	Children are explicitly taught to use punctuation to pause (, .) – children can now echo teacher’s pausing whilst following the text. Children are explicitly taught to change pitch with questions children can now	Children are explicitly taught to use punctuation to pause (, .) – children are now trying independently when reading aloud to pause at full stops and commas. Children are explicitly taught to change pitch with questions children

	exclamations are a show of emotion Children can copy an echo read of a short poem by the teacher- focusing on expression and tone. Children can copy an echo read of a short poem by the teacher- focusing on expression and tone. They can perform this to the class with support.	echo teacher's change of pitch whilst following the text. Children are explicitly taught to change pitch with exclamations- taught that exclamations are a show of emotion children can now echo teacher's change of pitch whilst following the text. Children can copy an echo read of a longer poem by the teacher- focusing on expression and tone. Children can performance read a poem/nursery rhyme that they have learnt off by heart with teacher support.	are now trying independently when reading aloud to change their pitch with questions Children are explicitly taught to change pitch with exclamations- children are now trying independently when reading aloud to change their pitch with exclamations Children can copy an echo read of a longer poem by the teacher- focusing on expression and tone. Children can performance read a poem/nursery rhyme that they have learnt off by heart.
Listening and Discussion	Can select favourite books to re-read and enjoy independently. Can choose and talk about a book from a selection Talks about likes/dislikes of stories, poetry and information texts	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.
Predict (1e)	Explain what is meant by the term 'predict'. Predict what the text might be about based on the front cover.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Discuss the different possibilities for what might happen next after reading part of the text. Predict what might happen on the basis of what has been read so far.		
Summarise (1c)	Explain what is meant by the term 'summary' and look at different examples of summaries. Identify the difference between story language and the language of a summary. Explain what the text that we have read together is about.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Inference (1d)	Answer simple how question, related to what is being said and done, in pictures or text. Answer simple why question, related to what is being said and done, in pictures or text. Link what I have read to my own experiences. Begin to make inferences on the basis of what is being said and done, linking to my own experiences.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Themes and Conventions (1b)	Understand and explain what is meant by the term 'theme' when talking about a book.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Identify the theme of the book I am reading. Make links between the text I am reading and my other learning. Identify the theme of the text studied and how it relates to everyday life and my other learning.		
Poetry	Echo read a rhyme or poem. Mark-make on a copy of the poem to identify full stops, question marks and exclamation marks. Explore how full stops, question marks and exclamation marks change how we read a rhyme or poem. Appreciate and recite by heart rhymes and poems.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

Reading skills ladders

Common exception words for reception, Year 1 and year 2

Pink highlighted- repeated words

Reception- children should know how to read these words on entry to Year 1.

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in	was	

Year 1- children should know how to read these words on exit of Year 1.

the	of	was	you	me	so	where	once
a	said	is	your	she	by	love	ask
do	says	his	they	we	my	come	friend
to	are	has	be	no	here	some	school
today	were	I	he	go	there	one	put
push	pull	full	house	our	in	was	

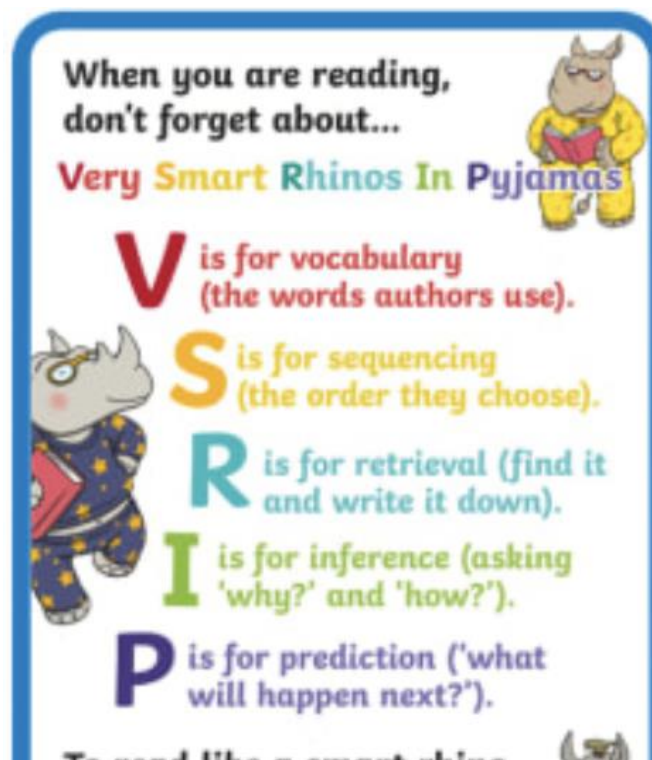
Year 2 words

Children will start to learn these in Year 1 and know all of them by Year 2 end

door	mind	most	hold	break	last	plant	improve
floor	behind	only	told	steak	past	path	sure
poor	child	both	every	pretty	father	bath	sugar
because	children	old	everybody	beautiful	class	hour	eye
find	wild	gold	even	after	grass	move	could
kind	climb	cold	great	fast	pass	prove	should
would	who	whole	any	many	clothes	busy	people
water	again	half	money	Mr.	Mrs.	parents	

Strategy for teaching KS1 Domains

Introduced in Reception



KS1 Guided Reading Prompts for the Reading Content Domains

1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about ... character/setting/mood etc.?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc.? Can you find those words?
- Which words and /or phrases make you think/feel...?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How has the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that affect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

Fluency Skill map

Word Reading and Fluency Learning Journey

Preparing for reading aloud with meaning (**fluency-expression-tone**)

Please note: that even when children can independently read fluently with all the key aspects, the class teacher will still model reading fluently on a daily basis to ensure that the skills remain simmering. Teachers should also continue exposing children to familiar tales and nursery rhymes up to Year 6

Skill Ladder	Key Knowledge
Modelled reading of a wide array of texts to children-expression/tone/performing-children repeat	At the beginning of their education and throughout children will be exposed to their teacher/other adults reading aloud to them as frequently as possible. Get the children to repeat the familiar phrases- whole chunks of text. Get the children to change their voices to change the meaning.
Repetition of nursery rhymes/familiar tales	Children need to hear as many nursery/rhymes and familiar tales as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Repetition of rhyme & alliteration (poems)	Children need to hear as many popular rhymes and poems as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Model and re-read familiar texts/rhymes/fairy tales	At this point the children will now be able to re-read familiar texts/fairy tales/rhymes aloud and practise their reading aloud skills. Children need to be repeating key parts of familiar tales- such as I'll huff and I'll puff and I'll blow your house down. Children need to have a go at performing small parts and reading aloud parts they remember.
Modelled reading of unfamiliar text to children-expression/tone/performing-children repeat.	Children will be able to apply their skills learnt from familiar tales to model the teacher/adults reading of unfamiliar texts too. Good expression should be modelled to the children of unfamiliar texts and get the children to repeat this
Read aloud unfamiliar books above their phonic level after being modelled by teacher	Children will now be able to apply their learning from familiar texts/class texts to read aloud unfamiliar books above their phonic level after their teacher has explicitly modelled this to them. They enjoy this and get to practise their performance reading voice.
Decoding is becoming automatic when reading aloud	Children have passed their phonic screening and can read at 90+ words per minute- developing good expression, tone and intonation which is frequently modelled by their class teacher.

Copies a modelled reading of a poem/play script	Children can mirror the teacher's modelled reading with intonation, actions, volume and correct tone. Children can perform poems and play scripts modelled by their teacher and then they have a go at performance reading them.
Reads aloud with expression, intonation and tone- Children are explicitly taught to take into account punctuation and this is heavily modelled	This is regularly modelled by their teacher, and the children follow the reading and can see where the teacher takes note of punctuation. Children should be taught how to change their voice for ? – children's voices will go higher when asking a question (inflection) ! - Explain that this is used to show emotion in their voice- this could be sadness, happiness, shock- dependant on the sentence ""- Speech marks- how do you change your voice for someone talking , . - ; :- natural pauses in text when reading aloud Also talk to the children about reading aloud and when you can pause without punctuation to build suspense.
Children can perform a reading of a poem/play script independently.	Children can now read poetry and plays aloud in groups or independently using expression and tone to express meaning. This is still regularly modelled by their teacher but they are beginning to do this automatically now.
Independently takes note of punctuation when reading aloud.	Children understand how comma and full stops are used to join & separate clauses, maintains fluency and understanding when reading. They can use this punctuation to maintain expression in their reading aloud. They can also pause in places where there is no punctuation but to build suspense. This is still regularly modelled by their teacher but they are beginning to do this automatically now.
Independently reads aloud with accuracy, intonation, speed & enthusiasm and at a reasonable speaking pace.	At this stage children can read aloud confidently and reads the majority of words accurately. Their speaking pace is 100+ words per minute and they can vary their speed to portray meaning when reading aloud.

Learns a range of poetry off by heart and can perform these with meaning.	Confidently shows their understanding through intonation, tone, volume and action. This is modelled by their teachers performing poems. (ballad, sonnet, rap, elegy & narrative poems)
Prepares poems and play scripts to read aloud and perform.	Confidently shows their understanding through intonation, tone, volume and action. (Understands pace, movement, gesture and delivery- build tension with their performance). They can show the meaning they have portrayed through their writing through their own performance. This is modelled by their teacher with a poem created from a text or a script from a text.
Reads aloud fluently and effortlessly- showing meaning through intonation and tone.	At this stage children can read aloud confidently and they use their voice effectively by changing the intonation and tone. They know how to use their voice to portray meaning confidently and can do so with unfamiliar texts. This is still regularly modelled by their teacher but children do this automatically now.

Reading Fluency Skills Check List

Blending sounds together to form words		Good visual recall of words and decodes unknown words with some effort		Automatically recognises words, decoding unknown words quickly	
Reads word by word		Reads groups of words, but groupings unrelated to context of sentence		Reads with good phrasing, preserving the syntax	
Uses a monotone or quiet voice		Sometimes reads with volume and expression		Reads with varied volume, intonation and expression, matching the meaning of the text	
Does not pay attention to punctuation marks when reading		Pauses are mostly longer at end punctuation marks and shorter at commas		Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection	

Pausing or hesitancy takes away the meaning of the text		Occasional breaks in rhythm, but meaning usually retained once difficulty has been resolved		Reads smoothly and can speed up or slow down at appropriate places in the text	
Pace is slow		Pace is uneven, sometimes too slow or too fast		Reads at a conversational speed and pace is consistent across the text.	
Stresses words in the wrong places		Changes pitch and stresses on some important words		Reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in text to attend to the meaning as they read	

Skill Ladder	Key Knowledge
<u>Nursery</u> (Phonics ARE should be used in conjunction with this document)	
Letters and sound is the beginning focus of nursery.	Children begin their reading journey using letters and sounds. This will be practised alongside the fluency skills ladder (expression) and should not be taught without this. ➤ Follow the Nursery ARE phonic ladder and the letters and sounds scheme. ➤ Huge focus on identifying, and describing sounds in the environment- exploring sound.
Children understand books and understands the concepts of stories/rhymes/poems	Children should be enthused by books and start to understand the concept of decoding. There will be a large focus on stories, rhymes and poems. ➤ Follow the Nursery ARE phonic ladder and the letters and sounds scheme. ➤ Huge focus on hearing as many familiar stories, rhymes and poems as possible. Children should be secure on understanding rhyme by nursery end.
Begin synthetic, systematic phonic learning (RWI)	When ready, children in nursery will begin RWI programme of study. This is about introducing the children to the initial sounds in words and beginning to orally sound blending. ➤ Follow the Nursery ARE phonics ladder and the letters and sounds scheme. ➤ Children should be able to recognise all set 1 sounds by nursery end and start to Fred talk phonetically plausible words. They will also be able to recognise some red words.
<u>Reception</u>(Phonics ARE should be used in conjunction with this document)	
Systematic-synthetic phonics is taught	Children continue to learn systematic-synthetic phonics- they can link sounds; segment sounds in simple words and blend sounds together. This is practised alongside fluency skills ladder (expression) and should not be taught without this. ➤ Follow the Reception ARE phonic ladder and the RWI scheme. ➤ Practise blending and segmenting as often as possible.
Begin to read captions, sentences and questions.	Children can use their phonic knowledge to begin to read captions, sentences and questions ➤ Model reading these to the children- display in the classroom, become familiar to children. Build up their confidence to read unfamiliar captions, sentences and questions.

Read all reception high frequency words fluently	Children will begin to read all reception high frequency words by reception end. ➤ I, go, come, went, up, you, day, was, look, are, the, of, we, this, dog, me, like, going, big, she, and, hey, my, see, on, away, mum, it, at, play, no, yes, for, a, dad, can, he, am, all, is, cat, get, said, to, in. ➤ <i>To be displayed in the classroom- read frequently by the children so they know them by sight.</i> ➤ <i>Word tins sent home to practise these words at home.</i>
Read some red words correctly	Children will recognise these words by sight and will be able to read all by reception end. ➤ I, the, me, of, to, no, go into, he, she, we, me, be, was, my, you, her, they, all, are, her, said, what, one, there.
Children are beginning to read multi-syllabic words	Children are beginning to read words with more than one syllable and they can use this as a skill to read aloud- adding to their phonic blending skills for reading. ➤ <i>Introduce children to syllables- teach them explicitly- chunks of speech sound in words.</i> ➤ <i>Clap/use instruments to demonstrate syllables in words</i>
Begin to read familiar books fluently	In reception, children should be reading familiar books at 30-40 words per minute. ➤ <i>These can be familiar tales learnt in both nursery and reception or familiar rhymes.</i>
<u>Year 1</u>(Phonics ARE should be used in conjunction with this document)	
Systematic, synthetic phonics is continued	Children responds correct sound to graphemes for most of the 40+ phonemes. Can do this with familiar words and unfamiliar words. ➤ <i>Children have daily phonics lessons. They should also be practising the GPC regularly.</i>
Reads and understands sentences at their phonic level	Children can begin to read sentences at their level, recognises familiar words in the sentence and attempts to decode unfamiliar words in that sentence. ➤ <i>Children can read full sentences in their phonic books. They practise these at home and in school.</i>
Use phonic knowledge/blend sounds to read unfamiliar words	Children can segment words using sounds and use their phonic knowledge to sound out these words- sometimes in their head and read out loud confidently. ➤ <i>Children have daily phonics lessons, this should also be practised in other lessons regularly.</i>
Read aloud unfamiliar books above their phonic level after being modelled by a teacher	Children can practise reading words that are above their phonic level after their teacher models this to them- again ensure that fluency is also taught alongside this.

	➤ Modelling unfamiliar books above their age will enable children to build their confidence in decoding and reading aloud.
Be secure reading phase 2 high frequency and common exception words	Children can read these words confidently with no pause- ➤ a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into
Be secure reading phase 3 high frequency and common exception words	Children can read these words confidently with no pause ➤ will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her
Be secure reading phase 4 high frequency and common exception words	Children can read these words confidently with no pause ➤ Went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so
Read common suffixes	Can read words with the suffixes- -s, -es, -ing, ed, er, est ➤ They should also understand what suffixes are and what they do to change the meaning of a word. ➤ <i>Include words with these suffixes in your WAGOLL for writing- read them to the children, encourage them to use them, read them aloud.</i>

Read contractions and understand what they are	Be secure reading words containing contractions- for example, I'm, I'll, We'll and understands that the apostrophe represents the omitted letters. ➤ <i>Include contractions in your WAGOLL for writing- read them to the children; encourage them to use them, read them aloud.</i>
Be secure reading phase 5 high frequency and common exception words	Children can read these words confidently with no pause ➤ Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here
Read multi-syllable words confidently	Children now recognise word parts “chunks” in words- this helps them decode multisyllabic unfamiliar words. This eases the decoding burden- as they use this alongside their phonic knowledge. ➤ <i>Continue syllable knowledge used in reception. Clap/instruments syllables in words- use more complex words with suffixes and prefixes and demonstrate using syllables to read them aloud.</i>
Read all year 1 common exception words confidently	Children can read the year 1 words with ease and at pace. They can do this without pausing and without attempting to blend. ➤ <i>Use these words in your WAGOLLS, on your displays and expose children to them as often as possible, reading them as often as possible so they can read them by sight.</i>

Be secure on all sounds and now reading 70+ words per minute	Children can read all sounds taught in year 1 and can blend and segment in their head. They can read at speed, and are beginning to work on their expression whilst reading independently ➤ <i>Children should be taught to be read with expression (fluency skill ladder) and also be reading at a good pace. Demonstrate and model this as often as possible- including in phonics lessons.</i> ➤ <i>The Phonics test should be passed for children to be ARE at year 1 end.</i>
<u>Year 2</u>	
Responds accurately to the graphemes for the 40+ phonemes	Children apply phonic knowledge to decode words confidently- they respond accurately and speedily to the graphemes. ➤ <i>Phonics still needs to simmering throughout year 2- children will need these skills to read unfamiliar words. Recap GPCs, read phonics books aloud practising automatic decoding and expression.</i>

Phonic knowledge and syllable knowledge are confidently used to decode unfamiliar words	Children have now had lots of practise with reading. However, they need to keep practising phonics to help read unfamiliar words. They need to sound out and blend if they get stuck. ➤ Children continue to use their phonic knowledge and syllable knowledge to decode unknown words. This is becoming more automatic- children are spotting patterns and chunks or words which helps reading become more automatic.
Reads aloud and self-corrects independently	Self-correction behaviours are done overtly- this begins to become less apparent as they begin to self-correct in their head. ➤ Let the child read to the end of the sentence- find the error on their own. ➤ Model self-correction to the children, talk about how you can do it in your head. You notice how something doesn't sound right based on the context of the text. Explicitly teach them this, encourage them to practise this when reading their own texts aloud.
Reads suffixes, prefixes, root words and contractions regularly	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.

Decoding is becoming automatic (90+ words per minute)	Children take note of punctuation whilst reading and can do so with good expression, tone and intonation. They read at a good pace, and can slow down or speed up to enhance the meaning of the text.
Children can re-read above age books to build up their fluency and word reading	Children can read aloud books above their age after being modelled by their teacher. This helps them read without having to decode and can use the familiarity to develop fluency and word-reading. ➤ <i>Get children to follow with their finger whilst you read aloud. Get them to repeat the sentence- this will build up their vocabulary and decoding skills.</i>

Children begin to be able to silent read for short periods of time	Children now have strong phonic knowledge and comprehension skills- this will help them read more broadly, confidently and fluently. ➤ At this stage in their reading education they can read silently for short periods of time and understand what they are reading for themselves. Children pick their own books to read to themselves developing their love of reading. ➤ <i>Get the children to practise reading silently. Teach the excitement of reading silently- stepping into the story. Make the reading area enticing, quiet and calm atmosphere.</i> ➤ <i>Model close reading for non-fiction how to find information (can be in foundation subjects) ready for further learning in KS2.</i>
<u>Year 3</u>	
Uses phonic knowledge to decode and reading is automatic	Children use their phonic knowledge to read unfamiliar words- they can use this knowledge if they get stuck on reading words. They read familiar words with ease. ➤ <i>Phonic skills should still be taught in year 3- children to use these to be able to read unfamiliar more complex vocabulary.</i>
Reads aloud with speed, fluency, accuracy and enthusiasm	Children can read aloud confidently at an appropriate speed for the meaning of the text. They can change their speed when it is appropriate and in contexture with punctuation.
Reads aloud and understands words using knowledge- root words, prefixes and suffixes	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Confidently self corrects when text doesn't make sense	Self-correction behaviours are now mostly done in the child's head. They can correct errors without having to blend and decode. ➤ <i>Encourage and model self correction- allow the children to correct their own errors</i>
Continues to read words with multi syllables	Including words beyond taught GPC

Reads aloud complex books beyond their age group- after being modelled by teacher	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.
Read some year 3 and 4 common exception words	Children can read some of the year 3 and 4 common exception words with ease.
Is now confident in word reading silently	Children can now read longer texts for a longer period of time. They are becoming able to read for sustained periods of time. They are beginning to develop skills of close reading for non-fiction.

Year 4

Reads most words effortlessly and attempts to decode unfamiliar words with automaticity	Most words the children come across they can now read. They still use their phonic knowledge and syllables but this is mostly done in their head.
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads all year 3 and 4 words accurately and confidently	All year 3 and 4 common exception words are read accurately and with ease.
Automatically tracks the text and self corrects	Children self-correct as they read and can spot errors easily. They are beginning to track the text and consider what the writer has written and why.
Reads a wide range of challenging texts above their age	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.
Reads silently with stamina	Can read well silently, they have developed different styles for reading. ➤ Close reading for non-fiction ➤ Sustained silent reading for fiction.

Year 5

Reads the majority of words effortlessly and decodes unfamiliar words effortlessly	Reading is now nearly completely automatic- most words, even unfamiliar words can be decoded in their head.
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads some year 5 and 6 common exception words	Reads some year 5 and 6 common exception words with ease.
Reads aloud with accuracy, self corrects with ease and at a reasonable speaking pace	Reading is mostly accurate, with self -correction happening automatically. They read at a good pace appropriate for the meaning of the text.
Reads silently with stamina	Children can silently read for a sustained period of time. They are developing these skills: ➤ Close reading for non-fiction is used independently ➤ Sustained silent reading for complex fiction texts
Year 6	
Reads words effortlessly, decodes unfamiliar words with automaticity	Reading is sufficiently fluent and effortless
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads all year 5 and 6 common exception words	Children can read all common exception words with ease.
Reading aloud is fluent and effortless. Decoding is now completely automatic.	Children read independently, they have a love of reading and read for a range of reasons. This will help build their foundation for secondary school reading.