Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
W1. To apply phonic knowledge and skills as the route to decode words W2. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught W3. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g ow in snow and cow W4. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y1 list, moving to Y2 when ready) W5. To read words containing taught GPCs and – s, –es,-ies, –ing, –ed, –er and –est endings W6. To count the syllables in words W7. To read words of more than one syllable that contain taught GPCs W8. To read words with contractions [for example, I'm, I'll, we'll], and understand	P1. To develop pleasure in reading, motivation to read, vocabulary and understanding P2. To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently P3. To recognise the difference between fiction and non-fiction. P4. To recall and write about specific information in fiction and non-fiction texts P5. To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. P6. To use drama and role play to retell stories and take on the role of a character. P7. To retell verbally and in written form. P8. To choose my own books/stories to read and say why I have chosen it verbally and in written form. P9. To recognise and join in with predictable phrases.	F1. To understand both the books they can already read accurately and fluently and those they listen to F2. To draw on own knowledge or on background information and vocabulary provided by the teacher F3. To check that the text makes sense to them as they read, and correct inaccurate reading F4. To discussing the significance of the title and events F5. To identify and discuss the main events or key points in stories that I read myself. F6. To identify and discuss the main characters in stories that I read myself. F7. To record what is read to me through representations and in writing. F8. To make inferences based on what is said and done F9. To express opinions verbally and in written form about main events and characters in a story based on what is being said and done.	D1. To participate in discussion about what is read to them, taking turns and listening to what others say D2. To explain clearly their understanding of what is read to them D3. To locate information on a simple fact sheet. D4. To begin to retrieve from non-fiction texts including using, contents pages and glossaries. D5. To discuss how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.

that the apostrophe represents the omitted letter(s)

W9. To use picture clues to help with reading texts.

W10. To break words down into smaller 'chunks' to help with reading.

W11. To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

W12. To reread books to build up their fluency and confidence in word reading

P10. To recognise repetition of language in my reading.

P11. To recognise obvious story language, for example; Once upon a time.. Big Bad Wolf.

P12. To link what I read or hear to my own experiences, with encouragement.

P13. To learn to appreciate rhymes and poems, and to recite some by heart

P14. To discuss word meanings, linking new meanings to those already known

F10. To recognise verbally and in written form why a character is feeling a certain way based on what is being said and done.

F11. To make predictions verbally and in written form based on what I have read so far

F12. To answer questions on a text I have read relating to who, what, where, when, why and how.

Sentence Stems	Vocabulary
I like/don't like... because… I think… happened because… I feel that… Next time I … First, next… I agree/disagree because...	author. fiction, non-fiction, rhyme, story, character, setting, letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark