

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. <u>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending.</u> e.g. at over 90 words per minute.</p> <p>W2. <u>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</u></p> <p>W3. <u>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</u> (Y2 list, moving to Y3 when ready)</p> <p>W4. <u>To read words containing common suffixes</u> e.g. -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y, -le, -tion, el, -al</p> <p>W5. To read words containing the prefix un-.</p> <p>W6. <u>To accurately read words with 2 or more syllables that contain alternative sounds for graphemes</u> e.g. shoulder, roundabout, grouping.</p> <p>W7. <u>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</u></p> <p>W8. To focus on all the letters in the word. e.g. not reading place for palace.</p> <p>W9. To use a range of decoding strategies e.g. chunking, noting similar word patterns etc.</p>	<p>P1. <u>To develop pleasure in reading, motivation to read, vocabulary and understanding</u></p> <p>P2. <u>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</u></p> <p>P3. <u>To be introduced to non-fiction books that are structured in different ways</u></p> <p>P4. <u>To discuss the sequence of events in books and how items of information are related.</u></p> <p>P5. To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite.</p> <p>P6. <u>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</u></p> <p>P7. To make choices about which texts to read, based on prior reading experience.</p> <p>P8. To sequence, discuss and write about the main events in stories and recounts</p> <p>P9. <u>To recognise simple recurring literary language in stories and poetry</u></p> <p>P10. To use my own experiences to relate to what I read, both verbally and in written form.</p>	<p>F1. <u>To understand both the books they can already read accurately and fluently and those they listen to.</u></p> <p>F2. <u>To draw on own knowledge or on background information and vocabulary provided by the teacher.</u></p> <p>F3. <u>To check that the text makes sense to them as they read, and correct inaccurate reading.</u></p> <p>F4. To verbally summarise the events in a short extract.</p> <p>F5. To write a summary of events from a short extract.</p> <p>F6. <u>To make and write inferences on the basis of what is said and done for example;</u> Hansel was clever when he put stones in his pocket because...</p> <p>F7. <u>To make and write about predictions based on reading what has been read so far.</u></p> <p>F8. To make verbal and written predictions about familiar and unfamiliar texts.</p> <p>F9. <u>To answer and ask questions about a story.</u></p> <p>F10. To demonstrate and write about my understanding of fiction, poetry and non-fiction texts by asking and answering questions.</p>	<p>D1. <u>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</u></p> <p>D2. To explain my response to the text.</p> <p>D3. <u>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</u></p> <p>D4. To begin to retrieve from non-fiction texts including using, contents pages, glossaries and index.</p> <p>D5. To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>

<p>W10. <u>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u></p> <p>W11. <u>To reread these books to build up their fluency and confidence in word reading.</u></p> <p>W12. To can use tone and intonation when reading aloud.</p>	<p>P11. To make links between texts, based on prior reading experience.</p> <p>P12. To recognise and write about key themes and ideas within a text.</p> <p>P13. To identify and comment on vocabulary and literary features for example, all fairy tales start with once upon a time.</p> <p>P14. <u>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</u></p> <p>P15. <u>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</u></p> <p>P16. <u>To discuss favourite words and phrases.</u></p> <p>P17. To discuss and write about my favourite words and phrases.</p>		
Sentence Stems		Vocabulary	
<p>I think...because...</p> <p>They are similar/different because...</p> <p>I know this because...</p> <p>I found...</p> <p>Next time I could...</p> <p>It was interesting because...</p> <p>I like the part where....</p> <p>I predict that...</p>		<p>plot, illustrator, alliteration, rhythm, beats, simile, narrator, chapter, pattern</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective,</p>	