

Nursery	B-	B=	B+
Word Reading	I notice and engage in sounds and images in the environment I may touch and handle books and may enjoy looking at books with familiar people.	I handle books, printed and digital materials with interest I respond to sounds in the environment I am interested in and explore sounds made by banging and tapping familiar objects and simple instruments I am beginning to make different sounds.	I notice pictures and symbols and I am beginning to recognise what they stand for in their familiar experiences I can explore and repeat different sounds making different movements with my mouth.
Comprehension	I notice and engage in images in the environment I may touch and handle books I enjoy looking at books with familiar people	I handle books, printed and digital materials with interest	I notices pictures and symbols and I am beginning to recognise what they stand for linked to my experiences.
	NI-	NI=	NI+
Word Reading	I am interested in books and rhymes and might have some favourites I am beginning to join in with actions and sounds in familiar songs	I have some favourite stories, songs, rhymes or poems I can repeat and use actions, words or phrases from familiar stories I can fill in the missing word or phrase in a known rhyme, story or game I am beginning to recognise familiar logos from for example commercial print or icons for apps.	I am familiar with some print - first letter of name, familiar logo, commercial print (e.g label on cereal boxes)or icons for apps (e.g weather symbols) I enjoy rhythmic and musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.
Comprehension	I am interested in books and rhymes I show an interest in illustrations in books I am beginning to join in with actions for songs and rhymes.	I have some favourite stories, song, rhymes or poems I can repeat and use actions, words or phrases from familiar stories I can fill in the missing word or phrase in a known rhyme, story or game	I can join in/sing some songs or rhymes I show an interest in books and can talk about the pictures in the books I have some favourite stories I can answer who, what and where questions.
	N2-	N2=	N2+
Word Reading	I understand that print has meaning I know that information can be relayed through signs and symbols in various forms (e.g printed digital screens and environmental print) I show an interest in illustrations and words in print. I join in with games to explore how different sounds are articulated I enjoy experimenting with sounds	I understand that we read English text from left to right and top to bottom I know the names of different parts of a book - front cover, blurb, title page I show an awareness of rhyming words I show an awareness of alliteration I can recognise my name.	I can sing some familiar songs/rhymes I can predict rhyming words and extend rhyming strings I can hear and say initial sounds in words I am beginning to hear and say the final sounds in words I can clap syllables in my name and some other familiar words I can orally blend
Comprehension	I can discuss stories that I am familiar with - talking about characters and events.	I am beginning to be aware of the way stories are structured, and to tell own stories I can join in with repeated refrains and anticipate key events and phrases from stories and rhymes.	I can sing some familiar songs/rhymes I can talk about familiar books I can begin to predict what might happen next I can answer why questions I can talk about stories I have read and use new vocabulary

Reception	Autumn R-	Spring R=	Summer R+
Word Reading	<p>I can apply phonic knowledge and skills as the route to decode words</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Phase 2 GPCs s a t p i n m d, go, o, c, k, ck</p> <p>I can read words containing taught GPCs and -s endings for plurals and present tense verbs.</p> <p>I can read common exception words and, the, is</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>	<p>I can apply phonic knowledge and skills as the route to decode words</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Phase 2 GPCs g o c k ck e u r h b f ff l ll ss j v w x y z zz qu chsh th ng nk</p> <p>I can read words containing taught GPCs and -s endings for plurals and present tense verbs.</p> <p>I can read common exception words is I the put pull full as and his has her no go into she push he of we me be</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>	<p>I can apply phonic knowledge and skills as the route to decode words</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Phase 3 GPCs ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>I can read words containing double letters: dd mm tt bb rr gg pp nn, cc.</p> <p>I can read other words of more than one syllable that contain taught GPCs e.g. carpark, magnet, lemon.</p> <p>I can read common exception words I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p> <p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require them me use other strategies to work out words</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>
Comprehension	<p>I can recall familiar rhymes, poems and songs. I can retell simple events from a familiar story I can use vocabulary and forms of speech that are influenced by my experiences of reading I understand how and why questions</p>	<p>I demonstrate an understanding of what has been read through discussions and when retelling I know that information can be retrieved from books, computers and other digital devices I can describe main story settings, events and principal characters in increasing detail I can re-enact and reinvent stories that I have heard in my play I can reread my own writing to check that it makes sense I can retell stories and narratives I engage in non-fiction books and share new knowledge and vocabulary</p>	<p>I can demonstrate an understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary - I can anticipate - where appropriate - key events in stories I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Year 1 Reading Curriculum

Year 1 Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 1 Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

YEAR ONE	Autumn -	Spring =	Summer +
Word Reading	<p>1. apply phonic knowledge and skills as the route to decode words</p> <p>2. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Phase 3 GPCs ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>3. read words containing more than one diagraph e.g. shimmer</p> <p>4 Read longer words such as fantastic helmet</p> <p>5. Read compound words such as earring popcorn</p> <p>6. Read words ending in ing, e.g. chatting waiting</p> <p>7. Read words ending in es e.g. torches</p> <p>8 read words with adjacent consonants and long and short vowels.</p> <p>9. read common exception words I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p>10. read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>10. re-read these books to build up their fluency and confidence in word reading.</p>	<p>1. apply phonic knowledge and skills as the route to decode words</p> <p>2. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Phase 5 Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Phase 5 Set 2 GPCs /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>3. read common exception words Set 1 tricky words: I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one Set 2 tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p> <p>4. read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>5. re-read these books to build up their fluency and confidence in word reading.</p>	<p>1. apply phonic knowledge and skills as the route to decode words</p> <p>2. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Phase 5 Set 3 GPCs ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Phase 5 Set 4 GPCs /ur/ or word /oo/ u owl awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ure match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze</p> <p>3. read common exception words Set 3 tricky words the put pull full to into push of was they all are sure pure said do were here says there when what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work Set 4 tricky words the to into of they are sure pure said do were here says there when what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p> <p>4. read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>5. re-read these books to build up their fluency and confidence in word reading.</p>
Comprehension	<p>1. discussing word meanings, linking new meanings to those already known</p> <p>2. discussing the significance of the title and events</p>	<p>1. discussing word meanings, linking new meanings to those already known</p> <p>2. discussing the significance of the title and events</p>	<p>1. discussing word meanings, linking new meanings to those already known</p> <p>2. discussing the significance of the title and events</p> <p>3. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>4. making inferences on the basis of what is being said and done</p>

Year 2 Reading Curriculum

Year 2 Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Year 2 Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

YEAR TWO	Autumn 2-	Spring 2=	Summer 2+
Word Reading	<p>1. apply phonic knowledge and skills as the route to decode words</p> <p>2. Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>Phase 5 Set 4 GPCs /ur/ or word /oo/ u owl awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ure match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze</p> <p>3. Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences.</p> <p>4. read many common exception words</p> <p>Set 4 tricky words the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p> <p>5. read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>6. Read aloud many words quickly and accurately without overt sounding and blending.</p> <p>7. re-read these books to build up their fluency and confidence in word reading.</p>	<p>1. To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2. Read accurately most words of two or more syllables.</p> <p>3. Read most words containing common suffixes</p> <p>4. Read most common exception words</p> <p>5. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>6. Sound out most unfamiliar words accurately, without undue hesitation.</p> <p>7. re-read these books to build up their fluency and confidence in word reading.</p>	<p>1. To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>2. Read accurately most words of two or more syllables.</p> <p>3. Read most words containing common suffixes</p> <p>4. Read most common exception words</p> <p>5. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>6. Sound out most unfamiliar words accurately, without undue hesitation.</p> <p>7. Re-read these books to build up their fluency and confidence in word reading.</p>
Comprehension	<p>1. discussing word meanings, linking new meanings to those already known</p> <p>2. discussing the significance of the title and events</p> <p>3. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>4. Answer questions in discussion with the teacher and make simple inferences.</p> <p>5. making inferences on the basis of what is being said and done</p>	<p>1. Discussing word meanings, linking new meanings to those already known</p> <p>2. Check reading makes sense to them, correcting any inaccurate reading.</p> <p>3. Answer questions and make some inferences.</p> <p>4. Explain what has happened so far in what they have read.</p> <p>5. To discuss the sequence of events in books and how items of information are related.</p>	<p>1. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>2. To discuss their favourite words and phrases.</p> <p>3. Check reading makes sense to them, correcting any inaccurate reading.</p> <p>4.. Answer questions and make inferences.</p> <p>5. Explain what has happened so far in what they have read.</p> <p>6. To discuss the sequence of events in books and how items of information are related.</p> <p>7. Make a plausible predictions about what might happen on the basis of what has been read so far.</p> <p>8. Make links between books they are reading and other books they have read.</p>