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| **Reading – *Phonics***  ***listening and oral blending* & recognising Graphemes**  **CHECK PHASE 1** | | | | | | | | | | | | | | | | | | | | | |
| **Impact** | **Explorers:** will learn to distinguish between sounds and begin to recognise that marks carry meaning and that those marks can be different.They will develop an understanding of stories through repetition and begin to anticipate familiar parts. | | | | | | **Independent Learners:** Will grow in confidence in linking letters to sounds and recognising an increasing number of graphemes and digraphs. Their knowledge of sight and familiar key words will grow meaning they can increase the pace and confidence in their reading. | | | | | | | | | | | | **Employment Seekers:** are able to use phonics knowledge, knowledge of spelling patterns and sight recognition to read all relevant information required for pleasure, careers, for information and further education. | | |
|  | | **Book Band Levels** | | | | | | | | | | | | | | | | | | | |
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| **Phonics**  *NB. Decoding through blending grapheme/phonemes* **should be taught***, but may not be adopted by all pupils and they may learn words through sight recognition.* | | | | | | | | | | | | | | | | | | | |
| **Phase 1** | | | | | **Phase 2, 3, 4**  *Pupils to be taught oral blending at this band.* | | | | **Phase 4 & 5** | | **Phase 5 & 6** | | | | | | **Build up knowledge of spelling patterns** | | |
| **I can…** | | Show awareness of sensory input from a story.  Respond to a sensory story.  Respond to someone reading a book close to me.  Enjoy looking at books and printed materials.  Show I want an enjoyable story to continue.  Attend to the sounds made by others as they read a story.  Make sounds using objects or instruments as a story is being read.  Show awareness of sudden sounds.  Listens to the sounds of objects.  Be attentive to everyday sounds. | \* Begin to imitate sound patterns made by adults.  Identify familiar sounds.  Identify familiar voices.  Listen as an adult talks about the book/picture or symbol.  Show some awareness of the print in the environment. | Identify the sound I have heard.  Discriminate between two sounds.  Show awareness that letters convey meaning.  Recognise some familiar words.  Recognise some letters from the alphabet.  Match letters and short words.  Begin to recognise the initial letter of my name and indicate to other words that have the same letter. | | | Identify half of the letters on a keyboard.  Spot letters I know in the environment.  Recognise all graphemes and digraphs taught in phase 2.  Recognises up to 10 tricky / high frequency words.  Hear and say/indicate the initial sounds in words.  Matches 4 letter words.  Show awareness of rhyme and alliteration.  \*Blend the sounds in simple words and know which letters represent which sounds.  Link sounds to letters, naming and sounding the letters of the alphabet.  Begin to read words and simple sentences.  Recognise my own name and other familiar words in a variety of contexts. | | | | Apply accurate phonic knowledge and skills as a means to decode a word.  \* may blend unfamiliar sounds in words using the graphemes taught.  Read words with contractions e.g. I’ll, I’m, we’ll.  Read words containing all previously taught graphemes.  Read words containing endings -s, -es, -ing, -ed, -est.  Build up speed of reading, giving the correct sounds when show a known grapheme.  Read and understand familiar words, signs and symbols in the environment.  Recognise upper and lower case letters.  Read up to 45 tricky/high frequency words. | | \*Continue to apply phonic knowledge to decode words and reading words becomes more fluent.  Accurately read most two or more syllable words.  Read most words containing common suffixes.  Read 200 high frequency / tricky words by sight.  Use sight recognition when reading.  Decode unknown CVC words when reading using phonic knowledge.  Enjoy the sound of alliteration or rhyming words.  Recognise common prefixes and suffixes.  Use picture, contextual and phonic clues to read. | | | | | | Apply growing knowledge to read a range of words containing prefixes e.g. *im, il, un, anti, auto, mis, dis* etc.  Apply growing knowledge to read a range of words containing suffixes e.g. *ture, sure, tion* etc.  Read most words fluently and attempt to decode any unfamiliar words with speed.  Show an awareness of syllables.  Recognise unusual correspondences between word spelling and sounds. | | Apply a growing knowledge of root words, prefixes and suffixes.  Read words with silent letters.  Use the first 3 or 4 letters in a word to check meaning. |
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| **Reading - *Vocabulary (understanding the words you read)***  ***Reading symbols*** | | | | | | | | | | | | | | | | | | | | | |
| **Impact** | **Explorers:** know that a solid object represents and activity or an action and that this can also be represented in picture form. They can distinguish between pictures and begin to select asked for or favoured items as a part of growing communication. | | | | | | **Independent Learners:** develop a wider range of vocabulary linking pictures to objects and symbols and are able to rapidly identify an object/picture from its name and understand its meaning or purpose. They realise that text and pictures carry meaning and identify familiar ones in the environment. | | | | | | | | | | | | **Employment Seekers:** have developed a wide range of vocabulary which they can use and transfer in different contexts, they build upon their vocabulary linked to specific topics and deepen their understanding of words, symbols and signs. | | |
|  | **Blank Level Questions** | | | | | | | | | | | | | | | | | | | | |
| **Objects of reference** | | | **Blank level 1** | | | **Blank Level 2 & 3** | | | | **Blank Level 4 & 5** | | | | | | | |  | | |
| **I can…** | | Make choices.  Independently move in relation to a story, song or rhyme.  Look at books and pictures with a familiar adult.  Reach out for a favourite book or puppet.  Understand some gestures in context e.g. waving. | Show an interest in pictures/photographs.  Share a book with an adult, paying attention to interesting pictures.  Respond to familiar rhymes or songs.  Match identical pictures.  Identify photographs and pictures.  Select a few familiar words, pictures or symbols when presented in a familiar way.  May make noises in response to a picture or object e.g. car bbrrmm.  Recognise that pictures tell a story. | Recognise familiar symbols/objects.  Match identical symbols.  Recognise my name with a picture clue.  Match objects to pictures and symbols.  Choose between two symbols.  Look for specific objects in a book.  Name objects in a book – by pointing/matching.  Give meaning to some environmental sign, symbol or text. | | | Know the difference between pictures, writing and symbols.  Read some words or symbols linked to familiar vocabulary.  Ascribe meaning to marks I see in different places e.g. recognise McDonalds logo.  ‘Read’ familiar words, signs such as my own name and advertising logos.  Explain what some words mean.  Point to details within a picture.  Point out signs and symbols in the environment. | | | | Use visual clues to help to locate information.  Reads/ recognises classroom labels.  Use labels and signs around school.  Reads simple instruction text / symbols/pictures.  Understand what contracted words represent.  Recognise predictable or repeated phrases.  Explain simple word meanings.  Make links between words I already understand and new words. | | Identify words with a similar meaning.  Use a simple picture dictionary to find a word.  Understand familiar icons on a computer, phone or tablet.  Identify full stops when reading.  Identifies commas and question marks.  Use pictures to add details or explain a word/phrase.  Recognise plurals and understand what this means.  Use a contents page and index.  Communicate about their favourite words or phrases.  Discuss the meaning of new words. | | | | | | Tell the difference between non-fiction and fiction books.  Infer meaning of new words from the surrounding text.  Use a thesaurus.  Use a non-illustrated dictionary.  Use the internet to search for things of interest.  Use a dictionary to check a word I don’t understand.  Communicate about words or phrases which capture my interest. | | Read and understand some abbreviations.  Use a thesaurus to search for related words.  Discuss language use.  Understand the meaning of new words due to the context they are in.  Retrieve information from non-fiction books. |
| **Reading- *Fluency/Comprehension***  ***understanding phrases, sentences and the book as a whole*** | | | | | | | | | | | | | | | | | | | | | |
| **Impact** | **Explorers:** Will develop a love of books, listening to and watching adults share books with them and guide them through sensory stories, through routine and repetition their understanding will deepen and develop their internal monologue. | | | | | | **Independent Learners:** build on their existing vocabulary and develop their understanding of words in context. They will be able to answer simple questions about what they have read, use picture cues and clues to help embed their understanding of the story or text as a whole. | | | | | | | | | | | | **Employment Seekers:** can read for pleasure as they develop a greater understanding of vocabulary and whole sentence/paragraph and books meanings. They can follow plot lines and | | |
|  | | **Blank Level Questions** | | | | | | | | | | | | | | | | | | | |
| **Objects of reference** | | **Blank level 1** | | | **Blank Level 2 & 3** | | | | **Blank Level 4 & 5** | | | | | | | |  | | |
| I can… | | Show anticipation of what will come next in a familiar story.  Begin to respond to pictures related to familiar routine.  Handle books with a familiar adult.  Turn pages when sharing a book.  Hand a book to a familiar adult for them to read.  Want an enjoyable story to continue. | Handle books and printed materials with interest.  Begin to have favourite books and looks for them.  Turn pages in a book and hold it the right way up.  Look at a picture and begin to point to objects.  Try to find a favourite book. | Copy a sequence of two or three body movements.  Have favourite stories, rhymes, songs and poems.  \* Repeat words or phrases from familiar stories.  Fill in the missing words or phrase from a known rhyme/simple story.  Begin to show curiosity about content at a simple level e.g. may be able to answer basic two word question ‘what’s this?’  Answer where, what and who in simple terms. | | | Show I know that reading is left to right, top to bottom.  Begin to predict what might happen next.  Suggest how stories might end.  Follow a visual timetable of three images / symbols.  Begin to show awareness of the way stories are structured.  Create my own stories from picture / sequence of pictures.  Sequence up to 3 pictures from a story.  Describe the story settings, characters and main event in simple terms.  Looks at books independently, handles them carefully and can turn pages.  Know that information can be retrieved from books and computers.  Begin to understand humour.  Explain how things are different and describe them. | | | | Begin to check that a text makes sense by self-correcting.  Answer simple questions about what has been read.  Explain why something has happened.  Predict what will happen next.  Use my own knowledge to suggest how to solve a problem.  Retell part of a story.  Retell a story in sequence.  Re-enact a story.  Describe the actions of a character and the events in the story.  Use pictures for information in non-fiction texts.  Communicate about what I have read.  Express an opinion about a story / character. | | Understand, recount and sequence events and information.  Select information for a purpose.  Recognise some forms and features of a text and how they are structured.  Use basic alphabetic knowledge and visual clues to locate information.  Ask questions to seek clarification of meaning.  Express opinions and make predictions.  Read a range of different texts.  Use story endings and beginnings and compare them.  Begin to infer meaning. | | | | | | Read independently for pleasure.  Locate information and use it properly.  Show understanding by summarising.  Explain opinions about what they have read.  Recognise explicit meanings and some implicit meanings.  Locate information using the heading.  Scan text to find information.  Describe and compare books, characters and settings.  Identify the key points.  Identify specific vocabulary used to describe, explain or enhance.  Understand books/genres are structured in different ways.  Recognise different forms of poetry.  Infer meaning into characters actions, motives or feelings. | | Select and manage information from a range of sources.  Describe language, structure and presentation.  Differentiate between fact and opinion.  Make reference to text to support information and draw conclusions.  Compares a range of texts.  Identify characteristics of different genres.  Describe the relationship between characters.  Identifies the way of life for characters.  Explain and discuss what they have read.  Summarise the main ideas with key details.  Understand inferred meaning. |
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