

<h2 style="text-align: center;">Reading – Phonics</h2> <p style="text-align: center;"><i>listening and oral blending & recognising Graphemes</i></p>								
Reading Ongoing Expectations		Daily Phonics sessions to take place for all pupils from Pink to Orange Provision Bands – Turquoise and Purple to call these sessions SPaG and focus on writing and spelling patterns.						
Curriculum End Points	Informal	Semi-Formal			Formal 1 Pathway		Formal 2 Pathway	
	P-Levels 1-3 0-11 months Developmental Stage	P-Levels 4-5 8-20 months 16-26 months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2	NC Year 3&4	NC Year 5&6
	<p>By the End of the Informal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> <p>Summary statement taken from Development Matters 2012 Stage 1</p>	<p>By the End of the Semi-Formal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Taken from Early Learning Goals – end of Foundation 2 Expectations</p>			<p>By the end of Formal Pathway Pupils should be able to;</p> <ul style="list-style-type: none"> Read accurately most words of two or more syllables. Read most words containing common suffixes* Read most common exception words*. <p><i>In age-appropriate 1 books, the pupil can:</i></p> <ul style="list-style-type: none"> Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. <p>Taken from National Curriculum End of Key Stage 1 Expectations.</p>		<p>By the end of Formal Pathway 2 pupils should be able to;</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <p>Taken from National Curriculum End of Key Stage 2 Expectations.</p>	
<p>Phonics</p> <p><i>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.</i></p>								
	Phase 1		Phase 2, 3, 4 <i>Pupils to be taught oral blending at this band.</i>		Phase 4 & 5	Phase 5 & 6	Build up knowledge of spelling patterns	
AUTUMN TERM Set 1	<p>Show awareness of sensory input from a story.</p> <p>Respond to a sensory story.</p> <p>Show awareness of sudden sounds.</p> <p>Be attentive to everyday sounds.</p>	<p>Identify familiar sounds.</p> <p>Identify familiar voices.</p>	<p>Identify the sound I have heard.</p> <p>Begin to recognise the initial letter of my name.</p>	<p>Spot letters I know in the environment.</p> <p>Matches 4 letter words.</p> <p>Show awareness of rhyme and alliteration.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Read words containing all previously taught graphemes.</p> <p>Read and understand familiar words, signs and symbols in the environment.</p> <p>Recognise upper and lower case letters.</p>	<p>Use sight recognition when reading.</p> <p>Decode unknown CVC words when reading using phonic knowledge.</p> <p>Use picture, contextual and phonic clues to read.</p>	<p>Apply growing knowledge to read a range of words containing prefixes e.g. <i>im, il, un, anti, auto, mis, dis</i> etc.</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes.</p>

<p>SPRING TERM Set 2</p>	<p>Respond to someone reading a book close to me.</p> <p>Listens to the sounds of objects.</p> <p>Attend to the sounds made by others as they read a story.</p>	<p>Listen as an adult talks about the book/picture or symbol.</p>	<p>Discriminate between two sounds.</p> <p>Show awareness that letters convey meaning.</p> <p>Match letters and short words.</p>	<p>Identify half of the letters on a keyboard.</p> <p>Recognise all graphemes and digraphs taught in phase 2.</p> <p>Recognises up to 10 tricky / high frequency words.</p> <p>Recognise my own name and other familiar words in a variety of contexts.</p>	<p>* may blend unfamiliar sounds in words using the graphemes taught.</p> <p>Read words with contractions e.g. I'll, I'm, we'll.</p> <p>Read words containing endings- s, -es, -ing, -ed, -est.</p>	<p>*Continue to apply phonic knowledge to decode words and reading words becomes more fluent.</p> <p>Read most words containing common suffixes.</p>	<p>Apply growing knowledge to read a range of words containing suffixes e.g. <i>ture, sure, tion</i> etc.</p> <p>Show an awareness of syllables.</p>	<p>Read words with silent letters.</p>
<p>SUMMER TERM Set 3</p>	<p>Enjoy looking at books and printed materials.</p> <p>Show I want an enjoyable story to continue.</p> <p>Make sounds using objects or instruments as a story is being read.</p>	<p>* Begin to imitate sound patterns made by adults.</p> <p>Show some awareness of the print in the environment.</p>	<p>Recognise some familiar words.</p> <p>Recognise some letters from the alphabet.</p> <p>Indicate to other words that have the same letter as my name.</p>	<p>Begin to read words and simple sentences.</p> <p>*Blend the sounds in simple words and know which letters represent which sounds.</p> <p>Hear and say/indicate the initial sounds in words.</p>	<p>Apply accurate phonic knowledge and skills as a means to decode a word.</p> <p>Read up to 45 tricky/high frequency words.</p> <p>Build up speed of reading, giving the correct sounds when show a known grapheme.</p>	<p>Accurately read most two or more syllable words.</p> <p>Read 200 high frequency / tricky words by sight.</p> <p>Recognise common prefixes and suffixes.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with speed.</p> <p>Recognise unusual correspondences between word spelling and sounds.</p>	<p>Use the first 3 or 4 letters in a word to check meaning.</p>

Reading

Vocabulary (understanding the words you read)

Reading symbols

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	Informal	Semi-Formal			Formal 1		Formal 2	
	P-Levels 1-3 0-11 months Developmental Stage	P-Levels 4-5 8-20 months 16-26 months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2	NC Year 3&4	NC Year 5&6
	By the End of the Informal Pathway Pupil's should be able to;	By the End of the Semi-Formal Pathway Pupil's should be able to;			By the end of Formal Pathway Pupils should be able to;		By the end of Formal Pathway 2 pupils should be able to;	
	<ul style="list-style-type: none"> <p>Summary statement taken from Development Matters 2012 Stage 1</p>	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Taken from Early Learning Goals – end of Foundation 2 Expectations</p>			<ul style="list-style-type: none"> Check it makes sense to them, correcting any inaccurate reading. Re-read these books to build up their fluency and confidence in word reading. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. <p>Taken from National Curriculum End of Key Stage 1 Expectations.</p>		<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. <p>Taken from National Curriculum End of Key Stage 2 Expectations.</p>	
Blank Level Questions								
	Objects of reference	Blank level 1	Blank Level 2 & 3	Blank Level 4 & 5				
AUTUMN TERM	<p>Make choices.</p> <p>Independently move in relation to a story, song or rhyme.</p>	<p>Show an interest in pictures/photographs.</p> <p>Match identical pictures.</p>	<p>Recognise familiar symbols/objects.</p> <p>Match identical symbols.</p> <p>Recognise my name with a picture clue.</p>	<p>Point out signs and symbols in the environment.</p>	<p>Use visual clues to help to locate information.</p> <p>Reads/ recognises classroom labels.</p> <p>Use labels and signs around school.</p>	<p>Understand familiar icons on a computer, phone or tablet.</p> <p>Identify full stops when reading.</p> <p>Use pictures to add details or explain a word/phrase.</p> <p>Communicate about their favourite words or phrases.</p>	<p>Tell the difference between non-fiction and fiction books.</p> <p>Use the internet to search for things of interest.</p> <p>Communicate about words or phrases which capture my interest.</p>	<p>Retrieve information from non-fiction books.</p>
SPRING TERM	<p>Make choices.</p> <p>Look at books and pictures with a familiar adult.</p>	<p>Share a book with an adult, paying attention to interesting pictures.</p> <p>Respond to familiar rhymes or songs.</p> <p>Identify photographs and pictures.</p>	<p>Match objects to pictures and symbols.</p> <p>Choose between two symbols.</p>	<p>Know the difference between pictures, writing and symbols.</p> <p>Read some words or symbols linked to familiar vocabulary.</p> <p>Ascribe meaning to marks I see in different places e.g.</p>	<p>Reads simple instruction text / symbols/pictures.</p> <p>Recognise predictable or repeated phrases.</p>	<p>Identify words with a similar meaning.</p> <p>Identifies commas and question marks.</p> <p>Discuss the meaning of new words.</p>	<p>Infer meaning of new words from the surrounding text.</p> <p>Use a thesaurus.</p>	<p>Use a thesaurus to search for related words.</p> <p>Understand the meaning of new words due to the context they are in.</p>

				recognise McDonalds logo.				
SUMMER TERM	<p>Reach out for a favourite book or puppet.</p> <p>Make choices.</p> <p>Understand some gestures in context e.g. waving.</p>	<p>Select a few familiar words, pictures or symbols when presented in a familiar way.</p> <p>May make noises in response to a picture or object e.g. car brrmm.</p> <p>Recognise that pictures tell a story.</p>	<p>Look for specific objects in a book.</p> <p>Name objects in a book – by pointing/matching.</p> <p>Give meaning to some environmental sign, symbol or text.</p>	<p>'Read' familiar words, signs such as my own name and advertising logos.</p> <p>Explain what some words mean.</p> <p>Point to details within a picture.</p>	<p>Understand what contracted words represent.</p> <p>Explain simple word meanings.</p> <p>Make links between words I already understand and new words.</p>	<p>Use a simple picture dictionary to find a word.</p> <p>Recognise plurals and understand what this means.</p> <p>Use a contents page and index.</p>	<p>Use a non-illustrated dictionary.</p> <p>Use a dictionary to check a word I don't understand.</p>	<p>Read and understand some abbreviations.</p> <p>Discuss language use.</p>

<p style="text-align: center;">Reading- Fluency/Comprehension <i>understanding phrases, sentences and the book as a whole</i></p>							
Informal	Semi-Formal			Formal 1		Formal 2	
P-Levels 1-3 0-11 months Developmental Stage	P-Levels 4-5 8-20 months 16-26 months	P-Levels 5-6 22-36 Months FS1	P-Levels 6-8 FS2 ELG's	NC Year 1	NC Year 2	NC Year 3&4	NC Year 5&6
<p>By the End of the Informal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> • <p>Summary statement taken from Development Matters 2012 Stage 1</p>	<p>By the End of the Semi-Formal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. <p>Taken from Early Learning Goals – end of Foundation 2 Expectations</p>			<p>By the end of Formal Pathway Pupils should be able to; In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Check it makes sense to them, correcting any inaccurate reading. • Answer questions and make some inferences. • Explain what has happened so far in what they have read. <p>Taken from National Curriculum End of Key Stage 1 Expectations.</p>		<p>By the end of Formal Pathway 2 pupils should be able to; Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing. • Making comparisons within and across books. • Learning a wider range of poetry by heart. <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. <p>Taken from National Curriculum End of Key Stage 2 Expectations.</p>	
Blank Level Questions							
Objects of reference	Blank level 1	Blank Level 2 & 3		Blank Level 4 & 5			

AUTUMN TERM	<p>Handle books with a familiar adult.</p> <p>Turn pages when sharing a book.</p>	<p>Handle books and printed materials with interest.</p> <p>Turn pages in a book and hold it the right way up.</p>	<p>Have favourite stories, rhymes, songs and poems.</p>	<p>Show I know that reading is left to right, top to bottom.</p> <p>Follow a visual timetable of three images / symbols.</p> <p>Looks at books independently, handles them carefully and can turn pages.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Answer simple questions about what has been read.</p> <p>Retell part of a story.</p> <p>Communicate about what I have read.</p> <p>Express an opinion about a story / character.</p>	<p>Ask questions to seek clarification of meaning.</p> <p>Express opinions and make predictions.</p> <p>Read a range of different texts.</p>	<p>Read independently for pleasure.</p> <p>Show understanding by summarising.</p> <p>Explain opinions about what they have read.</p> <p>Describe and compare books, characters and settings.</p> <p>Identify the key points.</p>	<p>Differentiate between fact and opinion.</p> <p>Explain and discuss what they have read.</p> <p>Summarise the main ideas with key details.</p>
SPRING TERM	<p>Hand a book to a familiar adult for them to read.</p> <p>Want an enjoyable story to continue.</p>	<p>Begin to have favourite books and looks for them.</p>	<p>Begin to show curiosity about content at a simple level e.g. may be able to answer basic two-word question 'what's this?'. * Repeat words or phrases from familiar stories.</p>	<p>Begin to predict what might happen next.</p> <p>Begin to show awareness of the way stories are structured.</p> <p>Sequence up to 3 pictures from a story.</p> <p>Describe the story settings, characters and main event in simple terms.</p>	<p>Predict what will happen next.</p> <p>Retell a story in sequence.</p> <p>Describe the actions of a character and the events in the story.</p> <p>Use pictures for information in non-fiction texts.</p>	<p>Understand, recount and sequence events and information.</p> <p>Recognise some forms and features of a text and how they are structured.</p> <p>Use basic alphabetic knowledge and visual clues to locate information.</p>	<p>Locate information using the heading.</p> <p>Identify specific vocabulary used to describe, explain or enhance.</p> <p>Understand books/genres are structured in different ways.</p>	<p>Select and manage information from a range of sources.</p> <p>Describe language, structure and presentation.</p> <p>Identifies the way of life for characters.</p>

<p>SUMMER TERM</p>	<p>Show anticipation of what will come next in a familiar story.</p> <p>Begin to respond to pictures related to familiar routine.</p>	<p>Look at a picture and begin to point to objects.</p> <p>Try to find a favourite book.</p>	<p>Answer where, what and who in simple terms.</p> <p>Fill in the missing words or phrase from a known rhyme/simple story.</p>	<p>Suggest how stories might end.</p> <p>Create my own stories from picture / sequence of pictures.</p> <p>Begin to understand humour.</p> <p>Explain how things are different and describe them.</p>	<p>Begin to check that a text makes sense by self-correcting.</p> <p>Explain why something has happened.</p> <p>Use my own knowledge to suggest how to solve a problem.</p> <p>Re-enact a story.</p>	<p>Select information for a purpose.</p> <p>Use story endings and beginnings and compare them.</p> <p>Begin to infer meaning.</p>	<p>Locate information and use it properly.</p> <p>Recognise explicit meanings and some implicit meanings.</p> <p>Scan text to find information.</p> <p>Infer meaning into characters actions, motives or feelings.</p>	<p>Make reference to text to support information and draw conclusions.</p> <p>Compares a range of texts.</p> <p>Identify characteristics of different genres.</p> <p>Describe the relationship between characters.</p> <p>Understand inferred meaning.</p>
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