

READING

	Milestone 1	Milestone 2	Milestone 3
TO READ WORDS ACCURATELY	<ul style="list-style-type: none"> - Read fluently and accurately books at Turquoise band level (Y1) - Read fluently and accurately books at White band level (Y2) - Apply phonic knowledge and skills as the route to decode words - Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read Y1 common exception words - Read the first 100 high frequency words (Y1) - 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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Re-read these books to build up fluency and confidence in word reading - 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 other words of more than one syllable that contain taught GPCs - Read words containing common suffixes - Read Y2 common exception words - Read the first 200 high frequency words (Y2) - 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 - Re-read these books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> - Read fluently and accurately books at Grey band level (Y3) - - Read fluently and accurately books at Black band level (Y4) - Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> - Read fluently and accurately a wide range of books - Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).

READING

Characteristics of a reader

- Competent, avid and evaluative readers

- Extensive knowledge of a rich vocabulary

	Milestone 1	Milestone 2	Milestone 3
TO UNDERSTAND TEXTS	<ul style="list-style-type: none"> - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Be introduced to non-fiction books that are structured in different ways - Link reading to own experience - Recognise and join in with (including role-play) recurring language - Recognise simple recurring literary language in stories and poetry - Discuss favourite words and phrases - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Draw on what they already know or on background information and vocabulary provided by the teacher - Discuss the sequence of events in books and how items of information are related - Check that the text makes sense to them as they read, and correcting inaccurate reading - Draw inferences from reading on the basis of what is being said and done - Predict what might happen based on what has been read so far - Participate in discussion about what is read to them, taking turns and listening to what others say - Ask and answer questions about texts - 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 	<ul style="list-style-type: none"> - Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and reading for a range of purposes. - Use dictionaries to check the meaning of words that they have read. - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - Identify recurring themes and elements of different stories (e.g. good triumphing over evil). - Prepare poems and plays to read aloud with expression, volume, tone and intonation. - Discuss words and phrases that capture the imagination. - Recognise some different forms of poetry [for example, free verse, narrative poetry] - Explain meaning of words in context - Ask questions to improve understanding of a text - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predict what might happen from details stated and implied and justify - Identify main ideas drawn from more than one paragraph and summarise these - Identify how language, structure and presentation contribute to meaning - Retrieve and record simple information from non-fiction texts - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Read books that are structured in different ways and reading for a range of purposes - Increase 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 - Recommend books to peers, giving reasons for choices - Identify and discuss themes and conventions in and across a wide range of writing - Make comparisons within and across books - Learn a wider range of poetry by heart - Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve their understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predict what might happen from details stated and implied - Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussion about books, taking turns and listening and responding to what others say - 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 views