

## READING

	Milestone 1	Milestone 2	Milestone 3
TO READ WORDS ACCURATELY	<ul style="list-style-type: none"> <li>- Read fluently and accurately books at Turquoise band level (Y1)</li> <li>- Read fluently and accurately books at White band level (Y2)</li> <li>- <b>Apply phonic knowledge and skills as the route to decode words</b></li> <li>- <b>Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</b></li> <li>- <b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li>- <b>Read Y1 common exception words</b></li> <li>- <b>Read the first 100 high frequency words (Y1)</b></li> <li>- <b>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</b></li> <li>- <b>Read other words of more than one syllable that contain taught GPCs</b></li> <li>- <b>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)</b></li> <li>- <b>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b></li> <li>- <b>Re-read these books to build up fluency and confidence in word reading</b></li> <li>- <b>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</b></li> <li>- <b>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</b></li> <li>- <b>Read other words of more than one syllable that contain taught GPCs</b></li> <li>- <b>Read words containing common suffixes</b></li> <li>- <b>Read Y2 common exception words</b></li> <li>- <b>Read the first 200 high frequency words (Y2)</b></li> <li>- <b>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b></li> <li>- <b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b></li> <li>- <b>Re-read these books to build up fluency and confidence in word reading</b></li> </ul>	<ul style="list-style-type: none"> <li>- Read fluently and accurately books at Grey band level (Y3)</li> <li>- - Read fluently and accurately books at Black band level (Y4)</li> <li>- <b>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</b></li> <li>- <b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Read fluently and accurately a wide range of books</b></li> <li>- <b>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</b></li> </ul>

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