



<b>Explanation:</b> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves									X					X					X					X					X		
<b>Retrieval:</b> Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information	X	X	X	X	X					X					X					X					X					X	
Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears.	X	X	X	X	X			X					X					X					X					X			
<b>Sequence:</b> Discussing the sequence of events in books and how items of information are related										X					X					X					X					X	
Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6					X										X										X						
<b>Fluency (Phonics) Continue to apply phonic knowledge and skills as the route to decode words:</b>																															
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		X	X	X			X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	
Read accurately words of two or more syllables that contain the same graphemes as above		X	X	X			X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	
Read aloud books that closely match to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation or excessive sounding and blending		X	X	X			X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	
<ul style="list-style-type: none"> <li>Year 1 - Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>Year 2 – Read and understand words that use apostrophes for possession.</li> </ul>				X															X					X							
<ul style="list-style-type: none"> <li>Year 1 - Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&amp;S or equivalent</li> <li>Year 2 - Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole</li> </ul>		X	X	X			X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	
<ul style="list-style-type: none"> <li>Year 1 - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>Year 2 - Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly.</li> </ul>								X						X						X	X				X	X					
Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting.		X	X	X			X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	

