

English - Reading	
Relevant ELG	<p><u>Literacy: Word Reading</u></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.
KS1 Objectives	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.
KS1 Readiness	<ul style="list-style-type: none"> • Developing phonemic knowledge through Monster Phonics. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. • Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. • Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn. • Routinely accessing picture books and stories • Listening to others expressively tell stories. • Learning that stories and books can put them in imaginary worlds full of adventure and excitement.

Literacy: Comprehension

- 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.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Comprehension
Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;
- being encouraged to link what they read or hear to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems, and to recite some by heart;
- discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read and correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far;
- participating in discussions about what is read to them, taking turns and listening to what others say;
- explaining clearly their understanding of what is read to them