



Loving and Learning together, with Jesus.



1. develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
2. develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences
3. develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
4. develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart
5. read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
6. re-read phonically decodable books to build up fluency and confidence in word reading
7. develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known
8. understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher
9. understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading
10. understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
11. read other words of more than one syllable that contain taught GPCs
12. understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done
13. understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far
14. participate in discussion about what is read to him/her, taking turns and listening to what others say
15. explain clearly his/her understanding of what is read to him/her
16. read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
17. apply phonic knowledge and skills as the route to decode words
18. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
19. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
20. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
21. read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words