

I love all kinds
of books!



Readers are learning...

To use pictures to tell stories.
To sequence familiar stories.
To independently look at book, holding them the correct way and turning pages.
To engage in story times, joining in with repeated phrases and actions.
To begin to answer questions about the stories read to them.
To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.
To act out stories.
To begin to predict what may happen in the story.
To suggest how a story might end.
To retell a story.
To follow a story without pictures or props.
To talk about the characters in the books they are reading.
To use vocabulary that is influenced by their experiences of books.
To answer questions about what they have read.
To know that information can be retrieved from books.

Comprehension

To recognise their name.
To recognise taught GPCs.
To recognise tricky words.
To blend sounds to read words using taught GPCs.
To read books matching their phonics ability.
To read sentences containing Tricky Words and digraphs.
To read words ending in suffixes.
To read longer words.
To read compound words.
To read words ending with s /z/ e.g. his, bags.
To read words with s /z/ in the middle.
To read words with -es /z/ at the end.

Word Reading

At the end of the year Readers can...

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.

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.