



Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in words
- recognise words with the same initial sound, such as money and mother

Understand the five key concepts about print:

- print has meaning
- the names of different parts of a book
- print can have different purposes
- page sequencing
- we read English text from left to right and from top to bottom

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Read a few common exception words matched to the school's phonic programme.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read a few common exception words matched to the school's phonic programme.

- 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.
 - To read some common irregular words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 - To read some common irregular words.

3 and 4-Year-Olds Reception Early Learning Goals



- Use a wider range of vocabulary.
- Engage in extended conversations about stories, learning new vocabulary.
- Sing a large repertoire of songs.
 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Compare and contrast characters from stories, including figures from the past.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
 - Make use of props and materials when role playing characters in narratives and stories.
 - Invent, adapt and recount narratives and stories with their peers and their teacher.
 - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.



- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Anticipate (where appropriate) key events in stories.



- Enjoy listening to longer stories and can remember much of what happens.
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Remember and sing entire songs.
- Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.



I can:
- apply phonic knowledge and skills to decode words

- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 aloud accurately books that are consistent with their developing phonic knowledge
 - re-read these books to build up their fluency and confidence in word reading
- checking that the text makes sense to them as they read and correcting inaccurate reading
- Check my reading makes sense and go back to correct myself when it doesn't



I can:
- Talk about the main characters within a well-known story
- Explain what I think a text is about



I can:
- Make predictions about the events in the text.
- Guess how a character is feeling, based on what they say and do



I can:
- Compare differences between books and talk about what makes a book good to read
- Compare differences between books
- Explain what I think a text is about
- Use what I already know to understand texts.
- Retell key stories using narrative language.
- Learn some poems and rhymes by heart.
- Know the difference between fiction and non-fiction.



I can:
- Enjoy reading independently as well as listening to, sharing and discussing a wide range of books.
- Think about what I have read or listened to and relate it to my own experiences.
- Talk about, what makes a book good to read
- Say what I like and don't like about a text



I am secure with Phase 5 Phonics.

I can:

- Read words with common suffixes
- Read ahead to help with fluency and expression
- I can recite poems by heart, with appropriate intonation



I can:

- Ask and answer questions about the text
- Recount the main theme of the text.
- Discuss the sequence of events in books
- Recognise simple recurring language in stories and poems
- Make simple comparisons about the differences in structure between fiction and non-fiction books.



I can:

- Use commas, question marks and exclamation marks to vary my expression when reading
- Make predictions based on what I have read.
- Discuss how pieces of information relate to one another
- Make simple inferences based on what is being said and done.



I can:

- Talk about my favourite words and phrases in stories and poems.



I can:

- check that texts make sense to me and can discuss the meaning of words in context.
- Discuss how pieces of information relate to one another.
- Retell stories including Fairy stories and traditional tales.
- Recite poems by heart, with appropriate intonation.
- Understand that non-fiction books provide information



I can:

- Enjoy a wide variety of books and read for my own pleasure as well as for learning.
- Think about what I have read or listened to and relate it to my own experiences.
- Express preferences about what I read and explain why.
- I actively join in with discussions about books I have read or heard.



Decode

I can:
- Apply my knowledge of root words, prefixes and suffixes to read aloud.

- Read further exception words, spotting the differences between spelling and sound.
- Attempt to pronounce unfamiliar words by using knowledge of others which are similar.
- Read aloud and independently a range of fiction, poetry, plays and non-fiction texts.



Retrieve

I can:
- Identify words and phrases which capture the readers interest and imagination.

- Use non-fiction books to find information (contents pages; indexes).
- Identify key conventions used in writing (greeting in letters; diary written in the first person; numbered steps in instructions etc).
- Use a dictionary to check the meaning of words I have read.
- Use the structure and presentational features of a text to find key information (headings; bullet points etc).



Interpret

I can:
- Make predictions from what has been read, stated and implied.

- Think about character's actions and infer their feelings, thoughts and motives.
- Make inferences and begin to justify them with evidence from the text.
- Explain how structure and presentation contribute to the meaning of the texts.
- Reflect on what I have read and think about the subtle implications.



Choice

I can:
- Identify words and phrases which capture the readers interest and imagination

- Identify where a writer has used precise word choices for effect to impact on the reader.
- Explain how structure and presentation contribute to the meaning of the texts.
- Appreciate the techniques and language the writer has used and the effect it has on the reader.



Knowledge

I can:
- Apply my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.

- Attempt to pronounce unfamiliar words by using knowledge of others which are similar.
- Check that texts make sense to me and discuss the meaning of words in context.
- Ask questions to improve my understanding of a text.
- Talk about several books that I have finished.
- Retell stories such as fairy tales, folktales or myths and legends.
- Explain the features of a non-fiction book and how they are structured differently from fiction books.
- Identify simple themes in a wide range of books (good vs evil; magical devices in fairy stories).
- Use a dictionary to check the meaning of words.



You

I can:
- Discuss the meaning of words in context.
- Think about character's actions and infer their feelings, thoughts and motives.

- Take an active part in discussions about books that are read to me, ones I have read myself or with the class.
- Talk about several books that I have finished.
- Retell stories such as fairy tales, folktales or myths and legends.
- Use a range of strategies to help me select a good book (blurb, read first page, favourite genre/author).
- Read with sustained interest, a wide range of books for my own enjoyment and to support my learning.
- Reflect on what I have read and think about the deeper meaning and subtle implications.



I can:

- Identify grammatical features used by the writer (e.g. rhetorical questions, varied sentence lengths etc) and discuss the impact on the reader.

- Compare the structures and layout of different fiction texts and comment on which features are most useful and why
- Refer to the text to support opinions and predictions
- Identify and discuss different text-type conventions
- Present a personal point of view based on what has been read, giving reasons linked to evidence.
- Summarise key information from different parts of the text
- Compare different versions of a text and text the differences and similarities
- Find information using skimming to establish the main idea
- Use scanning to find specific information
- Use text mark to make research fast and efficient



I can:

- Reflective reader who can use inference and deduction skills to gain a deeper understanding of the texts I read.

- Make predictions from details that have been stated and implied
- Make inferences from the text (e.g. infer characters thoughts feelings and motives from their actions) and find evidence in the text to support these inferences.
- Prepare poems and plays to be read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Explain and comment on implicit facts themes and opinions within a text
- Summarise key information from different parts of the text



I can:

- Read with sustained interest, an increasingly challenging range of books for my own enjoyment and to support my learning
 - Express a personal point of view about a text, giving reasons

- Take an active part in discussions about books that I have shared with the class/group or ones that I have read myself.
- Talk about several books that I have finished and select some to write books reviews about
- Familiar with and can talk about a wide range of books and text types
- Evaluate the effectiveness of different text structures
- Explain and comment on explicit facts themes and opinions within a text
- Recite, with appropriate intonation, a range of poems by heart
- Present a personal point of view based on what has been read, giving reasons linked to evidence.
- Recommend books I have read to my peers, giving reasons for my choice
- Compare and build on other's ideas and opinions about a text through discussion



I can:

- Show awareness and comment on the writer's craft (including language, grammatical features and structure) and give examples and explanations

- Identify and comment on a writer's use of language for effect (e.g. precisely chosen adjectives, similes and personification).
- Identify grammatical features used by the writer (e.g. rhetorical questions, varied sentence lengths etc) and discuss the impact on the reader.
- Evaluate the effectiveness of different text structures
- Compare different versions of a text and text the differences and similarities



I can:

- Check that the text makes sense to me and discuss the meaning of words in context.

- Ask questions to improve my understanding of the text
- Use a range of strategies to help me select both fiction and non-fiction books
- Know the difference between fact and opinion
- Ask probing questions to improve y understanding of a text
- Recite, with appropriate intonation, a range of poems by heart