



Reading Stage 1



Read and discuss a wide range of fiction, poetry, plays, non-fiction.

For statements to be completely embedded they should be demonstrated when reading or responding to a range of texts.

Book band Guidance		Texts should be matched to the GPCs detailed below. Autumn: Stage 2 Spring: Stage 3 Summer: Stage 4 Letters and Sounds Phase 3 - 4	Texts should be ORT Book Band Level or equivalent: Autumn: Stage 4 Spring: Stage 5 Summer: Stage 6 Letters and Sounds Phase 5	Texts should be ORT Book Band Level or equivalent: Autumn: Stage 5 Spring: Stage 6 Summer: Stage 7+ Letters and Sounds Phase 6
		Working Towards Expected	Working at Expected	Working at Greater Depth
		Word Reading	Word Reading	Word Reading
Phonics	Phonics	Apply phonic knowledge and skills as the route to decode words.	Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where applicable, alternative sounds for graphemes.	Recognise phonic irregularities and become more secure with less common GPCs. (L&S P6)
	Polysyllabic Words	Read words of one syllable containing GPCs taught.	Read other words of more than one syllable that contain taught GPCs. Read phonically decodable two and three syllable words. (L&S P5)	Apply phonic skills and knowledge to read an increasing number of complex words. (L&S P6)
Word Reading	Unfamiliar Words	Read unfamiliar CVC words by blending.	Read accurately by segmenting & blending sounds in unfamiliar words containing GPCs that have been taught.	Sound out and build many unfamiliar words accurately.
	C.E. Words	Read some common exception words.	Read many common exception words. Read words with contractions – I'm, it's, I'll, we'll, can't, didn't, hasn't, couldn't.	Read common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.
	Suffixes	Read simple words with simple endings e.g. -s and -ing.	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Begin to read words with other common suffixes.
Accuracy & Fluency		Learn some new words before reading so that these unknown words do not hold up their comprehension.	Re-read books to build up fluency and confidence.	Read new books with fluency.
		Comprehension	Comprehension	Comprehension
Expression/ intonation				Read aloud with expression.
1C1 Word Meaning (vocab)		Discuss meaning of new words when offered known synonyms.	Discuss the meaning of new words. 1a	Find out what new/unfamiliar words mean. 1a
1C1 Word Meaning (in context)		With guidance, check the text makes sense to them when reading a familiar book. 1a	Check the text makes sense to them when reading a familiar book, using picture cues. 1a	Check the text makes sense to them when reading a familiar book. 1a
1C2 Sequencing		Sequence familiar stories with support. 1c	Understand the sequence of a text e.g. in a story – beginning, middle, end; in instructions - sequential order. 1c	Retell a text in detail, sequencing accurately. 1c
1C3 Text structure		Adult-led discussion of key features of the text being read e.g. fairy stories and traditional tales or the presentational features of a non-fiction text. 1b	Identify the particular characteristics of the text being read e.g. fairy stories and traditional tales or the features of a non-fiction text. 1b	Be aware that some non-fiction texts are organised and structured in different ways. 1b
1C4 Retrieval Identify key information		Answer simple questions referring to text and picture cues. Demonstrate understanding of <i>Who? Where? When? What?</i> when interpreting and answering questions verbally.	Answer simple questions referring to text and picture cues. Demonstrate understanding of <i>Who? Where? When? What?</i> when interpreting and answering questions verbally.	Answer simple questions about the text by identifying the key word in the question to search for or interpret, from question words, what type of information they are searching for (Who? = noun, When? = date/time). Less reliance on picture cues.
1C5 Explain key Information		Explain their understanding of what they have read.	Explain their understanding of what they have read.	Explain key aspects of fiction and non-fiction texts such as characters, events, titles and information. 1b

1MI1 Inference				In discussion, answer questions and make inferences on the basis of what is being said and done in a familiar book. 1d	In discussion, answer questions and make inferences based on a character's speech and action in a book. 1d
1MI2 Prediction		Make predictions about the content of unfamiliar texts (based on the title, cover, illustrations and blurb) to discuss what might happen in advance of reading. 1e		With prompting and support, make simple predictions on the basis of what has been read or heard. 1e	Predict what might happen on the basis of what has been read so far and link to own experience. 1e
1Lfe1 Language		Recognise and join in with predictable words and phrases.		Recognise and join in with predictable words and phrases.	Begin to discuss the author's choice of language. 1b
2TC1 Themes & Conventions					Begin to spot themes in stories.



Early Reader	<p>Early readers can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones. They show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.</p> <p>Children within this stage are at an important transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart. They are developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.</p> <p>Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. They can read and understand simple sentences. As fluency and understanding develop children will begin to self-correct.</p> <p>With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. They begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.</p> <p>Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills. Unfamiliar material can be challenging. However, they may be able to read their own writing confidently. They continue to need support with the reading demands of the classroom. Such readers could be over-dependent on one strategy when reading aloud, often reading word by word. They may be over reliant on phonics.</p>
Developing Reader	<p>A developing reader is gaining control of the reading process. Children within this stage link reading to their own experiences and are able to read simple texts independently. They show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment.</p> <p>Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. They read words containing common suffixes and contractions and understand their purpose. They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.</p> <p>Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. Children bring varied sources of information in order to enable them to make meaning of what they read. Their improved fluency enables them to comprehend more of what they are reading.</p> <p>Children reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.</p> <p>Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books.</p>