

Reading

Repeating Thread Map Skills: To develop discussion skills. (stories, poetry, non-fiction) (Enjoyment of the schools reading culture.)			
Nursery (3-4yrs, lilac)	Reception (Pink, Red, Yellow)	Year 1 (Blue, Green, Orange)	Year 2 (Turq, purple, gold, white)
<ul style="list-style-type: none"> • Sing songs and say rhymes independently. • Enjoy sharing books with an adult. • Has a favourite book. • Repeat phrases from familiar stories. • Ask questions about a book, makes comments, shares ideas. • Retell and create stories using small world resources. 	<ul style="list-style-type: none"> • Point to where the title is • turn the page and understand that the left page comes before the right. • Use pictures and the language patterns to predict the story • use the pictures, the language patterns and some letters to read the words. • Match spoken and written word using finger. • Sound out and read a vc or cvc word in the text from left to right. 	<ul style="list-style-type: none"> • Move between pictures and text quickly • Correct own mistakes quickly • Re-reading to clarify meaning and to improve phrasing • Using the letters and the story, try different pronunciations to read new words • Chunk longer words and sound out parts separately to read new words • Read a variety of texts e.g. non-fiction poetry and stories • Talk about the book in more detail 	<ul style="list-style-type: none"> • Talk about the meaning of the text without relying on the pictures • Have the confidence to read different books (normal story books at home for example) • Use punctuation and layout to read with expression in your voice • Tackle a wider range of vocabulary using different strategies • Use alphabetically ordered texts such as glossaries, indexes and dictionaries • Understand , recognise and read prefix 'Un' • Understand, recognise and read suffixes 'ed' and 'est'

- Read English text from left to right, top to bottom.
- Name the different parts of a book . (front cover, spine, back cover, title)
- To follow a story sequence, turning pages one at a time.
- Count and clap syllables in words.
- Point to words on a page with adult support.

- Find and remember the title.
- Match spoken and written word in a variety of books.
- Sound out and read a variety of *CVC* words in a text from left to right.
- Start to read more quickly across a sentence.
- Check that the words make sense.
- Say what I like about a book.
- Understand what a root word is.
- Put the ending *s* on a root word and be able to read it.

- Read fluently pausing at full stops
- Read new words quickly by looking at the word and thinking about the meaning of the sentence
- Follow print accurately where there are several lines of print on a page
- Talk about the characters and the plot in more detail
- Use a contents page and glossary in non-fiction books to find information
- Clear understanding of speech marks, commas, exclamation marks and question marks - beginning to read sentence accordingly.

- Predict content and story development in a range of books
- Read with greater fluency
- Read more unfamiliar words
- Be able to read poetic and non-fiction language with confidence
- Be aware of different effects used by fiction writers and the more formal language used in non-fiction
- Begin to use reading vocabulary to extend spoken and written vocabulary

	<ul style="list-style-type: none"> • Follow print with your eyes, using finger only at trickier bits. • Notice and be able to explain full stops, question marks and exclamation marks. • Cross check between pictures and words quickly. • Use knowledge of words and spelling patterns to attempt more words. • Notice links between different books. • Predict a story in more detail. • Talk about the book I have just read. • Put the ending 'ing' on a root word and be able to read it. 	<ul style="list-style-type: none"> • Read without relying on the pictures. • Choose which part of a non-fiction book to read using the contents page and explain why. • Read longer and more complex sentences. • Blend the sounds quicker in new words. • Search for and use familiar syllables within words to read longer words. • Infer meaning from the text even when it isn't obvious. • Be able to talk about the features of a book e.g. information books, traditional story. 	<ul style="list-style-type: none"> • Read silently some of the time • Read longer books over longer periods of time, coming back to them after a break with confidence. • Talk about the spelling patterns they notice in unfamiliar words. • Talk about how the characters relate to one another • Discuss feelings created by stories • Retell the story clearly and concisely
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Comprehension – comparing, contrasting, commenting.			
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> • listening to stories with increasing attention and recall • anticipating key events and phrases in rhymes and stories • beginning to be aware of the way stories are structured • describing main story settings, events and principal characters • enjoying an increasing range of books • following a story without pictures or props • listening to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions • demonstrating understanding when talking with others about what they have been reading • demonstrating understanding when talking with others about what they have been reading 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • linking what they have read or have read to them to their own experiences • retelling familiar stories in increasing detail • joining in with discussions about a text, taking turns and listening to what others are saying • discussing the significance of titles and events 	<ul style="list-style-type: none"> • participating in discussions about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views • becoming increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales 	

		<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • recognising simple recurring literary language in stories and poetry • asking and answering questions about a text • making links between the text they are reading and other texts they have read (in texts that they can read independently)
Comprehension – Inference and Prediction		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • suggesting how a story might end • beginning to understand 'why' and 'how' questions • answering 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> • beginning to making simple inferences • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • 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 in a text
Poetry and Performance.		
<ul style="list-style-type: none"> • listening to and joining in with stories and poems, on a one-to-one basis and also in small groups • joining in with repeated refrains in rhymes and stories • using intonation, rhythm and phrasing, making the meaning clear to others • developing preference for forms of expression • playing cooperatively as part of a group, developing and acting out a narrative • expressing themselves effectively, showing awareness of listeners' needs 	<ul style="list-style-type: none"> • reciting simple poems by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear
Non-Fiction		

- knowing that information can be relayed in the form of print
- knowing that information can be retrieved from books and computers

- recognising that non-fiction books are often structured in different ways