

English Pathway - Reading



	Nursery	Reception	Year1	Year 2	Expectation
Phonics and decoding	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes 	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To read accurately most words of two or more syllables</p> <p>To read most words containing common suffixes*</p> <p>To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>To sound out most unfamiliar words accurately, without undue hesitation</p>

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	<ul style="list-style-type: none"> count or clap syllables in a word recognise words with the same initial sound, such as money and mother 	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.			
Common exception words		Read a few common exception words matched to the school's phonic programme.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To read most common exception words
Comparing, contrasting and commenting	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child,</p>	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p>	To participate in discussion 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	To make links between the book they are reading and other books they have read.

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	<p>or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> <p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	

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Words in context and authorial choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	
Understanding and correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom 	<p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check reading makes sense to them, correcting any inaccurate reading</p> <p>To explain what has happened so far in what they have read.</p>

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	<ul style="list-style-type: none"> the names of the different parts of a book page sequencing 				
Inference and prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To answer questions and make some inferences</p> <p>To:</p> <ul style="list-style-type: none"> make inferences make a plausible prediction about what might happen on the basis of what has been read so far
Poetry and performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing</p>	<p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	

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	<p>to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p>				
Non-fiction	<p>To know that information can be relayed in the form of print.</p>	<p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non- fiction books are often structured in different ways.</p>	

Greater depth end of KS1 expectations

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VOCABULARY

book	fiction	non-fiction	dictionary	newspaper
leaflet	brochure	magazine	word	sentence
phrase	dialogue	contents page	index	glossary
alphabetical	page number	page number order	key word	author
illustrator	Who?	What?	When?	Why?
How do you know?	text	find	copy	predict
re-tell	poem	poetry	poet	line
verse	paragraph	rhyme	title	heading
sub-heading	photograph	picture	illustration	diagram
caption	label			

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.