

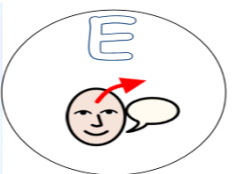
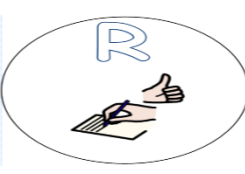
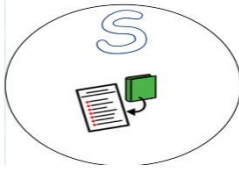
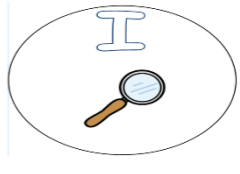
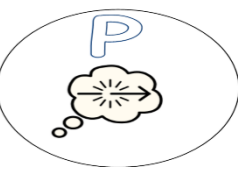


Decode/Fluency	Perform	1A: Explain Words	1B: Retrieval	1C: Sequence	1D: Inference	1E: Predict
						
<ul style="list-style-type: none"> <li>-apply phonic knowledge and skills as the route to decode words</li> <li>-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>-read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>-read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>-read other words of more than one syllable that contain taught GPCs</li> <li>-read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>-read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>-reread these books to build up their fluency and confidence in word reading</li> <li>-Check that the text makes sense to them as they read, and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and join in with predictable phrases</li> <li>-Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>-Learn to appreciate rhymes and poems, and to recite some by heart</li> <li>-Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>-Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>-Become very familiar with key stories, fairy stories and traditional tales, retell them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the significance of the title and events</li> <li>-Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>-Make inferences on the basis of what is being said and done</li> <li>-Be encouraged to link what they read or hear to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>-Predict what might happen on the basis of what has been read so far</li> </ul>