

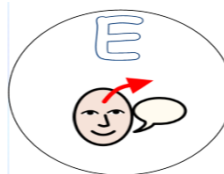
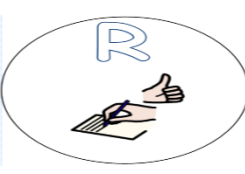
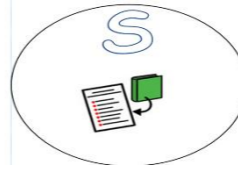
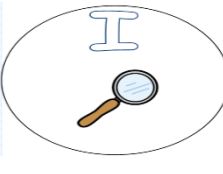
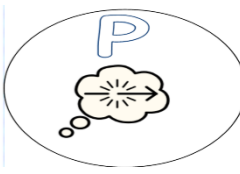


Decode/Fluency	Perform	1A: Explain Words	1B: Retrieval	1C: Sequence	1D: Inference	1E: Predict
						
<p>-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>-Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>-Read words containing common suffixes</p> <p>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>-Re-read these books to build up their fluency and confidence in word reading</p>	<p>-Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>-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> <p>-Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>-Recognise simple recurring literary language in stories and poetry</p> <p>-Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>-Discuss their favourite words and phrases</p>	<p>-Answer and ask questions</p> <p>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>-Discuss the sequence of events in books and how items of information are related</p> <p>- Be introduced to non-fiction books that are structured in different ways</p> <p>- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>	<p>-Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>-Make inferences on the basis of what is being said and done</p> <p>- check that the text makes sense to them as they read, and correct inaccurate reading</p>	<p>-Predict what might happen on the basis of what has been read so far</p>