



	Nursery	Reception	Year 1	Year 2
Decoding	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically-decodable texts</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondances</p> <p>Read most words quickly & accurately without overt sounding and blending</p>
Range of reading	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p>	<p>Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a</p>



	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Recognises familiar words and signs such as own name and advertising logos</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>level beyond that at which they can read independently</p>
Familiarity with texts	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>



	<p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p>			
Poetry and performance	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p> <p>Introduces a storyline or narrative into their play</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
Word meanings	<p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying</p>	<p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<p>Discussing word meanings, linking new meanings to those already known</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases</p>



	<p>out an action or selecting correct picture.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>Children listen attentively in a range of situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Continues a rhyming string.</p>		
Understanding	<p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>
Inference	<p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment</p>	<p>Able to follow a story without pictures or props.</p>	<p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>



Prediction			Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far
Non-Fiction	Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	They answer 'how' and 'why' questions about their experiences and in response to stories or events.		Being introduced to non-fiction books that are structured in different ways
Discussing reading	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.		Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves