

Step by Step Learning	Reading	Decoding
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**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

### **Year Three and Four**

**Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.**

**Phonics catch up interventions for children who need it.**

### **Year Two**

**Read aloud books matched to their improving phonic knowledge and use other strategies: - sounding out unfamiliar words – reading them accurately, automatically and without undue hesitation. - begin to self-correct. Read accurately most words of 2 or more syllables without blending out loud. Read most words containing common suffixes. Read most common exception words. Re-read with fluency and confidence, taking account of punctuation.**

**Bug Club Units 28-30 Phase 6 Phonics (Y2 objectives)**

### **Year One**

**Apply phonic knowledge and skills to decode words. Blend accurately and speedily using known graphemes. Re-read with fluency and confidence. Read accurately. Recognise when a word does not make sense. Read common exception words accurately.**

**Bug Club Units 12 Phase 4 Phonics**

**Bug Club Units 13 - 27 Phase 5 Phonics**

**Bug Club Units 28-30 Phase 6 Phonics (Y1 objectives)**

### **EYFS**

**Begin to apply phonic knowledge and skills to decode simple words. Read carefully, using known graphemes. Begin to develop fluency and confidence. Develop their phonological awareness, so that they can spot and suggest rhymes. Count or clap syllables in words. Recognise words with the same initial sound.**

**Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.**

**Bug Club Units A-F Phase 1 Phonics**

**Bug Club Units 1-11 Phase 3 Phonics**

## Step by Step Learning

## Reading

## Range of Reading

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

### Year Four

**Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text-books. Reading books that are structured in different ways and reading for a range of purposes.**

***The Ion Man, Charlie and The Chocolate Factory, Cliffhanger, Billionaire Boy, The Boy at The Back of the Class, The Wind in the Willows.***

### Year Three

**Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text-books. Reading books that are structured in different ways and reading for a range of purposes.**

***Greta and The Giants, Stone Age Boy, Roman's on The Rampage, The Lorax, Anglo Saxon Boy, The Boy Who Biked The World.***

### Year Two

**Listening to, discussing and expressing 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.**

***Stickman, Journey to the Centre of the Earth, Oliver Twist, The Twits, The Secret of Black Rock, Where the Forest Meets The Sea.***

### Year One

**Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences.**

***Paddington Bear, Where's My Teddy, A Book of Bears, Cops and Robbers, Beegu, Excitable Edgar, The Lost Toy Museum, Dogger, The Cat in the Hat, Toby and the Great Fire of London, Lost and Found, The Lighthouse Keeper's Lunch, Superworm, Oliver's Vegetables, Avocado Baby, Leaf, Meerkat Mail, Where the Wild Things Are.***

### EYFS

**Listen to a range of stories, including picture books, individually, in small groups and as a class.**

***A Quiet Night In, Building a Home, Funny Bones, A Squash and a Squeeze, The Jolly Christmas Postman, The Enormous Turnip, Jack and the Beanstalk, Three Little Pigs, Gingerbread Man, Goldilocks and the Three Bears, The Hungry Caterpillar, Mr Wolf's Pancakes, Little Bear's Spring, A Tiny Seed, Pig and Egg, Hungry Caterpillar, Easter Story, The Knight Who Wouldn't Fight, In the Castle, Winnie and Wilbur—The Naughty Knight, Castles—Collins Big Cat, Rainbow Fish, The Night Pirates, The Fish that could Wish, The Snail and the Whale., Tiddler, Jake's First Day.***

**Step by Step Learning**

**Reading**

**Familiarity of Texts**

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

#### **Year Four**

**Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and re-telling some of these orally. Identifying themes and conventions in a wide range of books.**

#### **Year Three**

**Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and re-telling some of these orally. Identifying themes and conventions in a wide range of books.**

#### **Year Two**

**Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.**

#### **Year One**

**Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.**

#### **EYFS**

**Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary**

**Step by Step Learning**

**Reading**

**Poetry and Performance**

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

#### **Year Four**

**Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.**

**Life Doesn't Frighten Me, Please Mrs Butler, The Quangle Wangle's Hat, From a Railway Carriage, Sick, Mr Moore.**

#### **Year Three**

**Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.**

**On The Ning Nang Nong, The Crocodile, The Adventures of Isabel, Nature Trail, The Book, Leap Like a Leopard.**

#### **Year Two**

**Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**

**Buckingham Palace, The Moon, The Rhythm of Life, Plum, Fruit Picking, See Me Walking.**

#### **Year One**

**Learning to appreciate rhymes and poems, and to recite some by heart**

**Now We Are Six, I Opened a Book, Tippy Tappy, The Morning Rush, Here is the Seed, Caterpillar.**

#### **EYFS**

**Learn rhymes, poems and songs.**

**Twinkle Twinkle, Humpty Dumpty, Incy Wincy Spider, Hickory Dickory Dock, Miss Polly had a Dolly, Tommy Thumb**

**It's Good To Be Me, Away in a Manger, Each Peach Pear Plum, A Tiny Seed Was Sleeping, There's A Tiny Caterpillar on a Leaf.**

## Step by Step Learning

## Reading

## Vocabulary

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

### Year Four

**Using dictionaries to check the meaning of words that they have read.**

### Year Three

**Using dictionaries to check the meaning of words that they have read.**

### Year Two

**Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  
Discussing their favourite words and phrases.**

### Year One

**Discussing word meanings, linking new meanings to those already known**

### EYFS

**Engage in extended conversations about stories, learning new vocabulary.**

Step by Step Learning	Reading	Comprehension
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**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

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- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

#### **Year Four**

**Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these.**

#### **Year Three**

**Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these.**

#### **Year Two**

**Discussing the sequence of events in books and how items of information are related. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.**

#### **Year One**

**Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.**

#### **EYFS**

**Listen to and talk about stories to build familiarity and understanding. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.**

**Step by Step Learning**

**Reading**

**Inference**

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

**Year Four**

**Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.**

**Year Three**

**Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.**

**Year Two**

**Making inferences on the basis of what is being said and done. Answering and asking questions.**

**Year One**

**Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.**

**EYFS**

**Anticipate (where appropriate) key events in stories.**

**Step by Step Learning**

**Reading**

**Prediction**

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

**Year Four**

**Predicting what might happen from details stated and implied.**

**Year Three**

**Predicting what might happen from details stated and implied.**

**Year Two**

**Predicting what might happen on the basis of what has been read so far.**

**Year One**

**Predicting what might happen on the basis of what has been read so far.**

**EYFS**

**Anticipate (where appropriate) key events in stories. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.**



Step by Step Learning	Reading	Authorial Intent
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**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

**Year Four**

**Discussing words and phrases that capture the reader’s interest and imagination. Identifying how language, structure, and presentation contribute to meaning.**

**Year Three**

**Discussing words and phrases that capture the reader’s interest and imagination. Identifying how language, structure, and presentation contribute to meaning.**

**Step by Step Learning**

**Reading**

**Non-Fiction**

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

**Year Four**

**Retrieve and record information from non-fiction.**

**Year Three**

**Retrieve and record information from non-fiction.**

**Year Two**

**Be introduced to non-fiction books that are structured in different ways.**

**Year One**

**Talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.**

**EYFS**

**Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.**

**Step by Step Learning**

**Reading**

**Discussing Reading**

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- *Read proficiently and fluently through the use of phonological awareness to decode and encode words.*
- *Read confidently with fluency, accuracy, understanding and enjoyment.*
- *Take pleasure in reading independently across a range of genres and have a strong motivation to read for a variety of purposes.*
- *Become enthusiastic and reflective readers through contact with authentic and challenging texts*
- *Develop a wide vocabulary and the skills of retrieval, inference, explaining, questioning, summarising and predicting.*
- *Leave our school fully equipped with the English skills to achieve their dreams in future life.*

#### **Year Four**

**Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

#### **Year Three**

**Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

#### **Year Two**

**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.**

#### **Year One**

**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.**

#### **EYFS**

**Listen to stories, rhymes and poems and respond to what they hear with relevant comments, questions or actions.**