

# Reading Pathway



	Nursery	Reception	Year 1	Year 2
<b>Decoding</b>	<p>Recognises familiar words and signs such as own name and advertising logos</p> <p>Knows information can be relayed in the form of print</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>Children read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and suffixes—s, —es, —ing, —ed, —er and —est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)]</p>	<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 at a glance 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,</p>

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			<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their stamina, fluency and confidence in word reading</p> <p>Begin to read using punctuation for expression - full stop, comma, speech marks</p>	<p>reading at a glance and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Reads confidently, using punctuation for expression - full stop, comma, speech marks</p>
<p><b>Range of Reading</b></p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p> <p>Shows interest in illustrations and print in books and print in the environment</p> <p>Handles books carefully</p> <p>Looks at books independently</p> <p>Listens to stories with increasing attention and recall</p> <p>Holds books the correct way up and turns pages</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>Enjoys an increasing range of books</p> <p>Listen to and talk about a wide range of poems, stories and non-fiction texts</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>Being encouraged to link what they read or hear read to their own experiences</p>	<p>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</p>

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<p><b>Familiarity of Text</b></p>	<p>Recognises rhythm in spoken words Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Beginning to be aware of the way stories are structured</p>	<p>Listen to and talk about a wide range of poems, stories and non-fiction texts Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</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 Recognising simple recurring literary language in stories and poetry</p>
<p><b>Poetry &amp; Performance</b></p>	<p>Enjoys rhyming and rhythmic activities</p> <p>Shows awareness of rhyme and alliteration</p> <p>Listens to and joins in with stories and <b>poems</b>, one-to-one and also in small groups</p>	<p>Continues a rhyming string Listen to and talk about a <b>wide range of poems</b>, stories and non-fiction text</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>
<p><b>Word Meanings</b></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</p> <p>Discussing their favourite words and phrases</p>
<p><b>Understanding</b></p>	<p>Describes main story settings, events and principal characters</p>	<p>Children will need to demonstrate their ability to talk about their reading, or what has been read to them and to retell a variety of text in English</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Begins to independently re-read to check, correct and understand the sense of a sentence.</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>

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		<p>Listen to and talk about a wide range of poems, stories and non-fiction texts</p> <p>Knows that information can be retrieved from books and computers</p>		Independently re-reads to check, correct and understand the sense of a sentence.
<b>Inference</b>			<p>Discussing the significance of the title and events</p> <p>Makes simple inferences about characters thoughts, feelings and actions</p>	<p>Makes simple inferences based on a character's actions using evidence from the text - e.g. given a sentence and asked for impact</p> <p>Locates the evidence in the text when given a character's quality - e.g. find the evidence to back up an opinion</p>
<b>Prediction</b>	Suggests how the story might end		Begin to make predictions as to what might happen on the basis of what has been read so far	Uses knowledge of a character, setting, story or theme to make predictions about story outcomes
<b>Non-fiction</b>		Listen to and talk about a wide range of poems, stories and <b>non-fiction texts</b>		Being introduced to non-fiction books that are structured in different ways
<b>Discussing Reading</b>		They demonstrate understanding when talking with others about what they have read	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	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

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				Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
<b>PM Benchmark Book Band End of Year Expectation</b>		Red/Yellow	Orange/Turquoise	Gold/White