

## Reading

### Stepping Stone 1

### Stepping Stone 2

### Footstep 1

### Footstep 2

Key Objectives	By the end of Nursery	By the end of Reception	By the end of Year One	By the end of Year 2
<b>Speaking and Listening</b>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Children enjoy listening to longer stories and can remember much of what happens.</li> <li>Children pay attention to more than one thing at a time.</li> <li>Children know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Children are able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Children start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Children understand a question or instruction that has two parts, such as "Get</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Children understand how to listen carefully and why listening is important.</li> <li>Children engage in story times. They listen to and talk about stories to build familiarity and understanding. some as exact repetition and some in their own words.</li> <li>Children listen carefully to rhymes and songs paying attention to how they sound.</li> <li>Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Children make comments about what they have</li> </ul>	<ul style="list-style-type: none"> <li>Children can listen and respond appropriately to adults and their peers</li> <li>They can ask relevant questions to extend their understanding and knowledge.</li> <li>Children use relevant strategies to build their vocabulary.</li> <li>They use spoken language to develop understanding through speculating, hypothesising, imagining, imagining and exploring ideas.</li> </ul>	

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	<p><i>your coat and wait at the door"</i></p> <ul style="list-style-type: none"> <li>Children understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Children use a wider range of vocabulary</li> <li>Children sing a large repertoire of songs.</li> <li>Children develop their communication, but may continue to have problems with irregular tenses and plurals, such as '<i>runned</i>' for '<i>ran</i>', '<i>swimmed</i>' for '<i>swam</i>'.</li> <li>Children develop their pronunciation but may have problems saying some sounds: <i>r, j, th, ch</i>, and <i>sh</i></li> <li>Children use multisyllabic words such as '<i>pterodactyl</i>', '<i>planetarium</i>' or '<i>hippopotamus</i>'</li> </ul>	<p>heard and ask questions to clarify their understanding.</p> <ul style="list-style-type: none"> <li>Children hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Children ask questions to find out more and to check they understand what has been said to them.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Children learn new vocabulary.</li> <li>Children use new vocabulary through the day.</li> <li>Children articulate their ideas and thoughts in well-formed sentences.</li> <li>Children connect one idea or action to another using a range of connectives.</li> <li>Children describe events in some detail.</li> </ul>		

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	<ul style="list-style-type: none"> <li>Children use longer sentences of four to six words.</li> <li>Children use talk to organise themselves and their play: <i>"Let's go on a bus... you sit there... I'll be the driver."</i></li> </ul>	<ul style="list-style-type: none"> <li>Children use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</li> <li>Children develop social phrases.</li> <li>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with</li> </ul>		

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		<p>modelling and support from their teacher.</p> <ul style="list-style-type: none"> <li>Children use new vocabulary in different contexts.</li> </ul>		
<b>Word Reading (Decoding and Fluency)</b>	<ul style="list-style-type: none"> <li>Children develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children read individual letters by saying the sounds for them.</li> <li>Children blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Children read some letter groups that each represent one sound and say sounds for them.</li> <li>Children read a few common exception words matched to the school's phonic programme- <b>Phase 2:</b> <i>and, to, the, no, go, I, into, her</i>, <b>Phase 3:</b> <i>me, be, he, my, by, she, they, we, are, you, all, was, give, live</i>, <b>Phase 4:</b> <i>said, have, like, so, do, some, come, were, there, little, one, when, out, what</i></li> </ul>	<ul style="list-style-type: none"> <li>Children apply their phonic knowledge and skills as the route to decode words</li> <li>They respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds</li> <li>Children can read accurately by blending sounds in unfamiliar words containing taught GCPs</li> <li>Children can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>They can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> </ul>	<ul style="list-style-type: none"> <li>Children continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>They can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>They can read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Children can read words containing common suffixes</li> </ul>

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		<ul style="list-style-type: none"> <li>Children read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Children re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Children can read other words of more than one syllable that contain taught GPCs</li> <li>They can read words with contractions, and understand that the apostrophe represents the omitted letter(s)</li> <li>Children can 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>They can re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>They can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>Children read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered</li> <li>Children can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>They can re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Children engage in extended conversations</li> </ul>	<ul style="list-style-type: none"> <li>Children retell the story, once they have developed</li> </ul>	<ul style="list-style-type: none"> <li>Children can listen to and discuss a wide range of poems, stories and non-</li> </ul>	<ul style="list-style-type: none"> <li>Children can listen to, discuss and express views about a wide range of</li> </ul>



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<b>(Vocabulary and Reading for Pleasure)</b>	about stories, learning new vocabulary.	<p>a deep familiarity with the text,</p> <ul style="list-style-type: none"><li>• Children learn rhymes, poems and songs.</li><li>• Children engage in non-fiction books. •</li><li>• Children listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Children re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li><li>• Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li></ul>	<p>fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"><li>• Children are encouraged to link what they read or hear to their own experiences</li><li>• Children become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>• Children can recognise and join in with predictable phrases</li><li>• Children learn to appreciate rhymes and poems, and to recite some by heart</li><li>• Children can discuss word meanings, linking new meanings to those already known</li><li>• Children can draw on what they already know or on background information and vocabulary provided by the teacher</li></ul>	<p>contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"><li>• Children become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>• Children are introduced to non-fiction books that are structured in different ways</li><li>• Children recognise simple recurring literary language in stories and poetry</li><li>• Children can discuss and clarify the meanings of words, linking new meanings to known vocabulary</li><li>• Children can discuss their favourite words and phrases</li><li>• Children continue to build up a repertoire of poems</li></ul>

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			<ul style="list-style-type: none"> <li>Children are able to check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<p>learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> <li>Children can draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Children can check that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>
<b>Comprehension (Inference)</b>	<ul style="list-style-type: none"> <li>Children engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Children engage in story times. They listen to and talk about stories to build familiarity and understanding, some as exact repetition and some in their own words.</li> <li>Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Children can make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Children understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done</li> </ul>

## Reading

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<b>Comprehension (Prediction)</b>	<ul style="list-style-type: none"> <li>Children engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Children engage in story times. They listen to and talk about stories to build familiarity and understanding, some as exact repetition and some in their own words.</li> <li>Children anticipate (where appropriate) key events in stories.</li> <li>Children use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</li> </ul>	<ul style="list-style-type: none"> <li>Children can predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Children understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</li> <li>Children can predict what might happen on the basis of what has been read so far</li> </ul>
<b>Comprehension (Discuss and Explain)</b>	<ul style="list-style-type: none"> <li>Children engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Children demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Children can discuss the significance of the title and events</li> <li>Children can participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Children can explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>Children can discuss the sequence of events in books and how items of information are related</li> <li>Children can 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</li> </ul>





## Reading

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				<ul style="list-style-type: none"><li>Children can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>