

Reading

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read words containing taught GPCs and 's', 'es', 'ing', 'ed', 'er' and 'est' endings
- Read other words of more than one syllable that contain taught GPCs
- Read words quickly and accurately when they have been frequently encountered without overt sounding and blending
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books which closely match their growing word-reading knowledge
- Re-read books to build up their fluency and confidence in word reading
- Understand the books they can already read accurately and fluently by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the book makes sense to them as they read and correcting inaccurate reading
 - discussing events in the book
 - inferring what characters might be like from what they say and do e. predicting what might happen on the basis of what has been read so far

- **Develop pleasure in reading and motivation to read by:**
- **listening to and discussing a wide range of poems and stories at a level beyond that which they can read independently**
- **being encouraged to link what they read or hear read to their own experiences**
- **becoming very familiar with key stories, fairy stories and traditional tales**
- **recognising and joining in with predictable phrases**
- **learning by heart and reciting rhymes and poems**
- **Participate in discussion about a story that is read to them, taking turns and listening to what others say**
- **Explain clearly their understanding of a story that is read to them**