

Date and genre of work:								Summary
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Working at the expected standard

The pupil can:

<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 							
	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 							
	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 							
	<ul style="list-style-type: none"> recognising and joining in with predictable phrases. 							
	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known. 							
	<ul style="list-style-type: none"> learn to appreciate rhymes and poems and recite some by heart 							
<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher. 							
	<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading. 							
	<ul style="list-style-type: none"> discussing the significance of the title and events. 							
	<ul style="list-style-type: none"> make inferences on the basis of what is being said and done 							
	<ul style="list-style-type: none"> predicting what might happen on the basis of what is being said and done 							
<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. 								
<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. 								
<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. 								
<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 								
<ul style="list-style-type: none"> 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. 								
<ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 								
<ul style="list-style-type: none"> Read other words of more than one syllable that contain taught GPCs. 								
<ul style="list-style-type: none"> Read words containing taught GPCs and s, es, ing, ed, er and est endings. 								
<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). 								
<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading. 								
<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 								