

Pentland Infant and Nursery School

End of Year Expectations for Reading



2 Year Olds	Nursery	Reception	Year 1	Year 2
Reading/Word Reading				
<p>Literacy Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Literacy Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Literacy - Fluency Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we can read English text from left to right and from top to bottom the names of different parts of a book page sequencing 	<p>Literacy – Phonics and Decoding Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG for Literacy- Word Reading <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending</i></p>	<p>Children can: Apply their phonic knowledge and skills as a route to decode words.</p> <p>Respond speedily with the correct sound for all 40+ phonemes, including 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 the tricky parts.</p> <p>Read words containing taught GPCs and suffixes –s, -es, -ing, -ed, -er, -est.</p> <p>Read words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter/s.</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</p> <p>Reread books to build up fluency and confidence in word reading.</p>	<p>Children can: Use their phonics knowledge as a route to decode words until automatic decoding has been embedded and reading is fluent.</p> <p>Read accurately by blending 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 listed above</p> <p>Read words ending in common suffixes.</p> <p>Read common exception words, noting the unusual correspondences between spelling and sound</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read books to build on fluency and confidence.

Comprehension

Communication and Language

Listen to simple stories and understand what is happening, with the help of the pictures.

Literacy

Enjoy sharing books with an adult.

- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.

Communication and Language:

Enjoy listening to longer stories and can remember much of what happens.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Communication and Language:

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Listen carefully to rhymes and songs, paying attention to how they sound.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Children can:

Listen to and discuss a wide range of texts (poems, stories and non-fiction) at a level beyond that at which they can read independently.

Link what they read or hear to their own experiences.

Become familiar with key stories, fairy stories and traditional tales, retelling the, and considering their characteristics.

Recognise and join in with predictable phrases.

Recite some rhymes and poems by heart.

Children can:

Listen to, discuss and express views about a wide range of texts at a level beyond that which they can read independently.

Discuss and sequence the events in a book noting how items of information are related.

Become familiar with and retell a wider range of stories, fairy stories and traditional tales.

Be introduced to how non-fiction texts are structured.

Recognise the repeated language in stories and poems.

Discuss and clarify the meaning of words, linking

	<p>Literacy: Engage in extended conversations about stories, learning new vocabulary.</p> <p>Expressive Arts and Design: Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p>	<p>Communication and Language Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Engage in storytimes. Learn rhymes, poems and songs.</p> <p>Understanding the World Compare and contrast characters from stories, including figures from the past.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participates 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>	<p>new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Recite poetry by heart.</p> <p>Understand books they can read and listen to.</p> <p>Draw on what they know and background information or vocabulary.</p> <p>Check that the text makes sense to them and correct inaccurate reading.</p> <p>Make inferences on what has been said and done.</p> <p>Answer and ask questions about their reading.</p> <p>Predict what they think might happen next on the basis of what has been read.</p> <p>Discuss books, poems and other words taking turns and listening to others.</p> <p>Explain and discuss their understanding of what they have listened to and that of what they have read by themselves.</p>
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Expressive Art and Design:

Develop storylines in their pretend play.

ELG for Literacy- Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG – Listening attention and Understanding

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

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and

		<p>during role play.</p> <p>ELG – Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG – Expressive Art and Design <u>Creating with Materials-</u> Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>		
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Terminology and Subject Specific Vocabulary for Pupils

		<p>Phonics- blending, segmenting, grapheme, phoneme, trigraph, digraph, consonant, vowel, letter,</p> <p>Text Types- fiction, non-fiction, traditional tale</p>	<p>Phonics- blending, segmenting, grapheme, phoneme, trigraph, digraph, consonant, vowel, letter, syllable, contraction, apostrophe,</p>	<p>Phonics- blending, segmenting, grapheme, phoneme, trigraph, digraph, consonant, vowel, letter, syllable, contraction, apostrophe, alternative</p>
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Text Features – title, blurb, contents, front cover

Skills – prediction, inference, vocabulary, retrieval, sequencing

Text Types- poem, list, comic, fiction, non-fiction, traditional tale

Text Features – title, front cover, blurb, contents, glossary, index, label, caption, photographs, chapter titles, heading, subheading.

Skills – prediction, inference, vocabulary, retrieval, sequencing

Text Types- poem, list, comic, fiction, non-fiction, traditional tale,

Text Features – title, blurb, front cover, contents, glossary, index, label, caption, photographs, chapter titles, heading, subheading.

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