



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the National Curriculum.

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- To read some common irregular words.

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- 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.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Anticipate (where appropriate) key events in stories.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- 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.

Key Stage 1 National Curriculum Expectations

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can:
 - check it makes sense to them, correcting any inaccurate reading
 - answer questions and make some inferences
 - explain what has happened so far in what they have read.

Key Stage 2 National Curriculum Expectations

Intent

At Alumwell Infant School we aim to help all children develop a love for the English language through the spoken and written word. We believe that literacy and communication are key life skills. The acquisition of literacy skills enables pupils to express themselves creatively and imaginatively, to communicate effectively with others, and thereby participate with confidence, awareness and success in the communities in which they live.

Implementation

We teach reading/phonics across the year groups using the “Read, Write Inc.” programme. This is a structured programme which teaches reading through a synthetic phonic based approach. The children are able to keep all of their reading material from the scheme, allowing their parents/carers to share in their achievement.

Children are taught in small ability groups, by trained members of staff. The children are monitored and assessed on a regular basis, which informs future groupings based on identified need.

Staff following the programme are responsible for their own planning. As children complete the RWI programme they continue with shared and guided reading sessions based on objectives from the Primary Framework for literacy.

As well as the RWI reading material, the children are able to choose a ‘home reading book’ each week from a selection which has been carefully matched to their current level of phonological knowledge. Parents/carers are able to write comments on their child’s reading in a home reading diary.

All children are given a book-bag on entry to reception and are also given the opportunity each week to choose a book from the school library.

Assessment and moderation

Assessment is the key to knowing what children need to learn next. At Alumwell the following assessments are made to ensure all pupils’ progress is closely monitored;

Foundation stage

Pupils progress towards the Foundation stage profile updated termly.

Phonics knowledge and skills assessed half termly; results are shared with the literacy lead. This is then used to monitor and track progress and attainment, inform future planning, re-adjust grouping and plan intervention strategies where necessary.

Key stage 1

Termly judgments about the children’s progress toward the end of year expectations in writing and reading are recorded on the school online tracker. This can be supported by an independent piece of work, or by the teacher’s daily observations of the child’s progress.

Phonics knowledge and skills are assessed half termly; results are shared with the literacy lead. This is then used to monitor and track progress and attainment, inform future planning, re-adjust grouping and plan intervention strategies where necessary.

As well as these assessments that enable progress to be tracked at termly pupil progress meetings, on-going assessments are made by staff on a daily basis to ensure work is matched to children’s current understanding. Concerns can be raised at any time; staff do not need to wait until the termly meeting to do this.

Impact

Pupils will enjoy reading regularly for pleasure and for information.

Pupils will begin to develop knowledge of authors and may express preferences in reading material.

All pupils will make expected or good progress across the year and will achieve as close to age related expectations as possible (depending on each individual’s circumstances.)

Parents and carers will have a good understanding of how they can support their child’s reading and writing at home.

Teacher’s subject knowledge will ensure that skills taught are matched to National Curriculum objectives.

	EYFS Three and Four-Year-Olds Reception Early Learning Goals	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance
	EYFS	Year 1	Year 2	Year3/KS2
Vocabulary		<ul style="list-style-type: none"> • Letter, capital letter • Word, sentence • Singular, plural • Punctuation, full stop, question mark, exclamation mark • Suffix, prefix 	<ul style="list-style-type: none"> • Noun, noun phrase • Adjective, verb, adverb • Statement, command, exclamation, question • Compound, suffix • Apostrophe, comma • Tense (past/present) 	<ul style="list-style-type: none"> • Preposition, conjunction • Word family, prefix • Clause, subordinate clause, • Direct speech, • Consonant, vowel • Inverted commas/speech marks

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in words
- recognise words with the same initial sound, such as money and mother

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

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

To apply phonic knowledge and skills as the route to decode words.

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.

To read words containing taught GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions, e.g. I'm, I'll and we'll.

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To accurately read most words of two or more syllables.

To read most words containing common suffixes.*

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.

To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.

Common Exception Words

Read a few common exception words matched to the school's phonic programme.

To read some common irregular words.

I
the
to
said
was
you
my
me
he
she
we

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

do
of
are
were
your
they
be
no
go
so
by
come
some
one
once
here
there
where
our
friend

To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

old
cold
gold
hold
told
every
everybody
most
both
only
find
kind
mind
behind
because
after
again
even
any
many
hour
who
whole
could
would
should
people
water
money
beautiful

To begin to read Y3/Y4 exception words.

	EYFS	Year 1	Year 2	Year3/KS2
<u>Fluency</u>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</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>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

Understanding and Correcting Inaccuracies

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
.
Listen to and talk about stories to build familiarity and understanding.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.

To check that a text makes sense to them as they read and to self- correct.

To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.

To check that the text makes sense to them as they read and to correct inaccurate reading.

N/A

Comparing, Contrasting and Commenting

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.

Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

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.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

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

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

Recognise and join in with predictable phrases

To participate in discussion about books, poems and other works that are read to them

(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

GDS

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

Words in Context and Authorial Choice

Use a wider range of vocabulary.

Engage in extended conversations about stories, learning new vocabulary.

Learn new vocabulary.

Use new vocabulary throughout the day.

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

Use new vocabulary in different contexts.

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

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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

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

To discuss word meaning and link new meanings to those already known

To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To discuss their favourite words and phrases.

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To discuss authors' choice of words and phrases for effect.

Inference and Prediction

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

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

To begin to make simple inferences.

To predict what might happen on the basis of what has been read so far.

To make inferences on the basis of what is being said and done.

To predict what might happen on the basis of what has been read so far in a text.

To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.

To justify predictions using evidence from the text.

Sing a large repertoire of songs.

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

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Remember and sing entire songs.

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Engage in story times.

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

Learn rhymes, poems and songs.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

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

Make use of props and materials when role playing characters in narratives and stories.

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.

To recite simple poems by heart.

To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

<p><u>Non fiction</u></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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>
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