

“As unique individuals, we do our best at work and play for the love of God and others.”



# Sticky Knowledge: Reading

## Year R

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Word List – Year R

Phase 2&3 decodable words / Phase 2 tricky words (I the no go to into) / Phase 3 tricky words ( he she we me be you all are her was they my)

## Year 1

The pupil can:

- read all capital letters and the days of the week
- apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- 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 with contractions for example I'm, I'll, We'll and understand that the apostrophe represents the omitted letters
- read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read books to build up fluency and confidence

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear read to their own experiences
- become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases with increased confidence
- recite by heart many rhymes and poems

- discuss word meanings and link new meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correcting inaccurate reading
- discuss significant events in stories
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Word list – year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, some, come, one, once, ask, friend, school, put, push, pull, full, house, our

## Year 2

The pupil can:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- re-read an increasing amount of books to build up fluency and confidence
- 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

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding

The pupil can:

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently
- discuss the sequence of events in books and how many items of information are related
- demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales
- understand many non-fiction books that are structured in different ways
- Recognise simple recurring literacy language in stories and poetry and draw upon these for their writing

- discuss an increasing amount of word meanings in context, linking meaning to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same words used in different contexts, building on from YR1 Greater depth)
- discuss their favourite words and phrases, using some of them in their writing
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- show good understanding of books they have read and listened to, drawing on what they already know, with background information and vocabulary provided by the teacher
- discuss many books, poems and other works that are read to them and those that they can read for themselves
- check the text makes sense to them and correct inaccurate reading

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

#### Word list – Year 2

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, hold, gold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas