



## Key Learning linked to Reading

*(N.B. In addition to the opportunities and activities suggested in this document children should engage in daily adult led phonics sessions using a systematic phonics teaching resource)*

**Phonics** – GPC recognition (hear, say, read letters), oral blending, blending for reading

- Orally blend sounds to make simple words.
- Decode a number of regular words using Phase 2 phonemes.
- Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.
- Link sounds to letters, naming and sounding letters of the alphabet.
- Use decoding to read – using build and blend strategy – towards automatically reading known words.
- Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy.
- Use phonic knowledge to attempt unknown words.

**Word Reading** – HFW both decodable and common irregular words (tricky)

- Read decodable HFWs sight words (list 1) (e.g. a an as at if in).
- Read decodable HFWs sight words (list 2) (e.g. will that this then them).
- Read common irregular words (tricky) from Phase 2 (e.g the to I no go into).
- Read common irregular words(tricky) from Phase 3 (e.g he she we me be was you they all are my her).
- Read some common irregular words (tricky) from Phase 4 (e.g. said like have so).
- Distinguish between a word, a letter and a space.
- Read simple sentences.
- Recognise some capital and lower case letters.

**Comprehension (Understanding)** – listen to, respond to, predict, recite, talk about, re-tell, sequence, act out, recall,

- Listen attentively to a story at the appropriate interest level.
- Recite simple rhymes, songs and poems.
- Differentiate between text and illustrations.
- Understand that print conveys meaning.
- Hold a book correctly and turn pages from front to back and recognise front and back cover.
- Know that in English print is read from left to right and top to bottom.
- Use picture clues to help read a simple text.
- Predict storyline (e.g. the ending and some vocabulary, aided by illustrations).
- Talk about events, setting and characters.
- Retell narratives in the correct sequence, drawing on the language patterns of stories.
- Respond to questions about who, what, where, when linked to text and illustrations.
- Sequence a simple story or event.
- Use gestures and actions to act out a story, event or rhyme from text or illustrations.
- Make predictions based on illustrations, story content and title.
- Respond to questions about how and why something is happening.
- Say what a character might be thinking, saying or feeling.
- Say how they feel about stories and poems.
- Recall the main points in text in the correct sequence.
- Use the structure of a simple story when re-enacting and re-telling.
- Talk about the themes of simple texts, (e.g. good over evil).
- Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc).