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| --- | --- | --- | --- | --- | --- | --- | --- |
| Concepts | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Developing  Fluency | Personal response | De/Constructing sentences | Comprehension | Intent | Effect on audience | Purpose / Features | Vocabulary |

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| --- | --- | --- |
|  | Decoding | Comprehension |
| Oakwood 1 | * apply phonic knowledge and skills as the route to decode words * recognise correspondence between sound and single letter grapheme * starting to decode cvc , cvcc words . * phonetically plausible attempts at simple words. * differentiating between upper and lower case letters. * Can demonstrate or copy identification of syllables through clapping * Identify some of the common red words  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  |  |  |  |  | x | | * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear to their own experiences * becoming very familiar with their key text, remembering central character for example and some events, bot in chronological order * recognising and joining in with predictable phrases  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  | x |  |  |  | x | |
| Oakwood 2 | * Can recognise the correspondence between sound and graphemes on the simple sound chart * 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 words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * reread these books to build up their fluency and confidence in word reading * read words containing the prefix un  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  |  |  |  |  | x | | * learning to appreciate rhymes and poems, and to recite some simple, repetitive poems by heart * discussing word meanings, linking new meanings to those already known * checking that the text makes sense to them as they read, and correcting inaccurate reading * discussing the significance of the title and events * drawing on what they already know or on background information and vocabulary provided by the teacher * making inferences on the basis of what is being said and done * predicting 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  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  | x |  |  |  | x | |
| Oakwood 3 | * Can recognise the correspondence between sound and graphemes on the complex sound chart * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read words containing common suffixes * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  |  |  |  |  | x | | * explain clearly their understanding of what is read to them * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories   Understand both the books that they can already read accurately and fluently and those that they listen to by:   * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read, and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * Make basic attempts to discuss author grammar choices. * Discuss how the author is trying to make us feel and give basic reasons.  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x | x | x | x | x |  | x | x | |
| Oakwood 4 | * apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word   Generally scoring between 8-9 on reading age 10   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  |  |  |  |  | x | | * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently * recognising simple recurring literary language in stories and poetry * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves   Develop positive attitudes to reading, and an understanding of what they read, by:   * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, * identifying themes in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry]   understand what they read, in books they can read independently, by:   * checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and attempting to justify inferences with evidence * predicting what might happen from details stated and implied * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x | x | x | x | x | x | x | x | |
| Oakwood 5 | * apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word   Generally scoring above 10+ on reading age test   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x |  |  |  |  |  |  | x | | * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * identifying themes and conventions in a wide range of books * identifying main ideas drawn from more than 1 paragraph and summarising these * reading books that are structured in different ways and reading for a range of purposes  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x | x | x | x | x | x | x | x | |
| Oakwood 6 |  | To maintain positive attitudes to reading and an understanding of what they read by:   * continuing to read and discuss an increasingly wide range of fiction and non-fiction texts * increasing their familiarity with a wide range of books * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience   Understand what they read by:   * drawing strong inferences with explanation and evidence * predicting what might happen from details stated and implied * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language to effect the reader. * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in presentations and debates about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Concepts | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | x | x | x | x | x | x | x | x | |