

We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life.

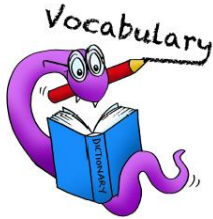


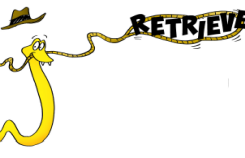

The teaching of reading is made of up of two parts: **word reading and fluency and comprehension**. These sit side by side in the making of successful reader.

To support you supporting your child's learning we have produced and 'Parent/Carer friendly' guide to show what our expectations look like in your child's year group and as these progress through their journey at Tibberton.



Word Reading and fluency					
	Reception	Year 1	Year 2	Year 3	Year 4
Decoding/ Fluency	<ul style="list-style-type: none"> Children can say a sound for each letter of the alphabet and at least 10 diagraphs. They read words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. 	<ul style="list-style-type: none"> Children read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes. They have a growing number of words they can read automatically including common suffixes, multi-syllabic words and contractions. Children are beginning to read using appropriate expression. 	<ul style="list-style-type: none"> Children can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. They can read common suffixes and exception words, noting unusual correspondences. They can read at a speed of 90 words per minute accurately without overt sounding and blending. Children demonstrate expression when reading aloud, particularly where characters are speaking in a story. 	<ul style="list-style-type: none"> Children can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed. 	
Tricky/ Common Exception / High Frequency Words	<p>Phase 2 a, dad, I, mum, big, it, at, is, on, up, back, if, but, of, into, his, to, him, had, in, no, got, the, go, an, as, can, off, not, get, and</p> <p>Phase 3 will, that, then, now, she, this, with, for, he, them, down, me, my, see, too, was, all, look, we, you, her, be, they, are</p>	<p>Phase 4 went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so</p> <p>Phase 5 Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, 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, parents, Christmas</p>	<p>accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</p>	
Range and familiarity of reading	<ul style="list-style-type: none"> Children listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they hear or read to their own experiences Children are becoming very familiar with key stories and traditional tales and can re-tell them through role-play. They can join in with well-known or repeated phrases in stories. 	<ul style="list-style-type: none"> Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they read or hear read to their own experiences Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics. They recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Children are becoming increasingly familiar with and retelling a wider range of stories and traditional tales. They recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends – they are able to retell some of these orally. They are beginning to identify themes and conventions in a wide range of books. 	

Comprehension.

	Reception	Year 1	Year 2	Year 3	Year 4
	<ul style="list-style-type: none"> Children use talking about books to clarify their thinking, ideas and feelings. E.g. linking to their own experiences. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> Children discuss new word meanings and link them to words they already know. 	<ul style="list-style-type: none"> Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill. 	<ul style="list-style-type: none"> Children begin to find the meaning of new words using substitution within a sentence. They are able to use their growing vocabulary to suggest synonyms. 	<ul style="list-style-type: none"> Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.
	<ul style="list-style-type: none"> Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience. Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text. 	<ul style="list-style-type: none"> Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references. 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text. 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text.
	<ul style="list-style-type: none"> Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role-play and small world play. 	<ul style="list-style-type: none"> Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. 	<ul style="list-style-type: none"> Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions. 	<ul style="list-style-type: none"> Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.
	<ul style="list-style-type: none"> Children can begin to explain who their favourite character is and why. They can say whether or not they like a story and begin to explain why. 	<ul style="list-style-type: none"> Children can say whether or not they like a story, who their favourite character is and explain why. They can begin to make links to their own experiences, other stories and characters. 	<ul style="list-style-type: none"> Children explain their reasons for story and character preferences and make suggestions for improving a text. They can begin to make links to their own experiences, other stories and characters. 	<ul style="list-style-type: none"> Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. They can find and copy words and phrases to describe characters, setting and mood. Children can begin to identify the structure of a text, how it links and its purpose. 	<ul style="list-style-type: none"> Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranged in a particular way.
	<ul style="list-style-type: none"> Children can answer simple recall questions about stories without pictures or prompts. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> Children can answer questions about what has just happened in a story. 	<ul style="list-style-type: none"> Children can explain their understanding of independent reading by answering simple questions about what they have just read. Children begin to learn the skill of 'skim and scan' to retrieve details. 	<ul style="list-style-type: none"> Children use the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text. 	<ul style="list-style-type: none"> Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.
	<ul style="list-style-type: none"> Children recall and order key events from the text. They use a story line or narrative in their role-play and small world play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> Children retell and order events from the text. They begin to discuss how events are linked. 	<ul style="list-style-type: none"> Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story. 	<ul style="list-style-type: none"> Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with. 	<ul style="list-style-type: none"> Children are able to write a brief summary of main points, identifying and using important information.
Questioning	<ul style="list-style-type: none"> With support, children can generate simple questions using who, when, what, how and why. 	<ul style="list-style-type: none"> Children can generate literal recall questions. They are taught how to ask questions before, during and after reading. 	<ul style="list-style-type: none"> Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text 	<ul style="list-style-type: none"> Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc. 	<ul style="list-style-type: none"> Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles etc.

If you would like more details please do not hesitate to contact the school.