

## Reading with the Body

Physical Learning: The Psychomotor Domain

### Word reading

Reads and articulates words with suffixes from Phase 6a & 6b.

Reads & annunciates a number of words containing Ph 2-5 GPCs without excessive sounding out.

Recognises many Year 1/2 list words on sight.

With guidance, chooses a comfortable, well-lit place to read books, screens and displays.

Positions eyes the correct distance from the page and when reminded accesses assistance tools and/or spectacles where needed.

With support my reading posture is safe and well supported.

Demarcates syllables in words with written marks or apparatus [app/ar/a/tus]

### Comprehension

Begins to physically navigate texts to retrieve information, indicting with their finger the part of the page where it is stored.

With support begins to use simple contents pages, menu bars, indices and page numbers to navigate non-fiction texts and websites.

### Word reading

Reads and articulates words with suffixes from Phase 6a – 6d

Reads and annunciates a number of mono and polysyllabic words containing Phase 2-5 GPCs with less frequent sounding out.

Recognises most Year 1/2 list words on sight.

Usually chooses a comfortable, well-lit place to read books, screens and displays.

Usually positions eyes the correct distance from the page and mostly accesses assistance tools and/or spectacles where needed.

Generally adopts a safe and well-supported posture when reading.

### Comprehension

Is increasingly able to physically navigate texts to retrieve information, turning pages efficiently and indicting with their finger the part of the page where it is stored.

Begins to use simple contents pages, menu bars, indices and page numbers to navigate non-fiction texts and websites, retrieving information with growing accuracy.

### Word reading

Independently and fluently reads and articulates words with suffixes from Phase 6a – 6d.

Discriminates and annunciates a wide range of mono- and polysyllabic words containing Phase 2-5 GPCs on sight.

Recognises all Year 1/2 list words on sight.

Chooses a comfortable, well-lit place to read books, screens and displays and self-adjusts.

Positions eyes the correct distance from the page and accesses assistance tools and/or spectacles where needed.

Adopts safe and well-supported posture when reading.

### Comprehension

Is increasingly able to physically navigate texts to retrieve information, turning pages efficiently and indicting with their finger the part of the page where it is stored.

Use simple contents pages, menu bars, indices and page numbers with confidence to navigate non-fiction texts and websites, retrieving information accurately.

## Reading with the Mind

Mental Learning: The Cognitive Domain

### Word reading

Reads and occasionally notices some unusual correspondences between spelling and sound in remaining Y2 words.

Applies phonics to read a limited range of decodable words with suffixes from 6a & 6b

Occasionally reads some unfamiliar contractions and possessives [shalln't, it's, John's]

Fluently decodes books at **Band 8 Purple**

### Comprehension

Developing familiarity with some classic and contemporary poems and stories.

When prompted, can discuss what new words mean sometimes using prefixes and suffixes as clues.

In discussion is aware that some vocabulary is subject specific or especially useful.

When prompted, checks the text makes sense as they read at greater length, correcting inaccuracies.

Infers meaning based on what is said and done in texts (see Wyche Reading Skills)

When prompted identifies a beginning, middle and end.

In discussion begins to understand types of stories, characters and endings.

In guided discussions understands and explains the title of books and chapters and uses these to make predictions or to summarise events and characters.

With prompting can sometimes predict what characters may say or do next based on their previous actions or speech.

Shows understanding of **Band 8 (Purple)** books verbally and in writing.

### Word reading

Reads and often notices some unusual correspondences between spelling and sound in remaining Y2 words.

Applies phonics to read a range of decodable words with suffixes from 6a & 6b mostly with accuracy.

Often reads some unfamiliar contractions and possessives [shan't, it's, John's]

Fluently decodes books at **Band 9 (Gold) Books**

### Comprehension

Shows growing familiarity with a range of classic and contemporary poems & stories.

Often discusses what new words mean regularly using prefixes and suffixes as clues.

Begins to recognise subject-specific vocabulary and is aware that some vocabulary is subject specific or especially useful.

Often checks the text makes sense as they read at greater length, correcting inaccuracies.

Infers meaning based on what is said and done in texts (c.f. Wyche Reading Skills)

When prompted identifies a beginning, middle and end.

In discussion begins to identify types of stories, characters and endings.

In guided discussions understands and explains the title of books and chapters and uses these to make predictions or to summarise events and characters.

With prompting can sometimes predict what characters may say or do next based on their previous actions or speech (c.f. Wyche Reading Skills)

Shows understanding of **Band 9 (Gold)** books verbally and in writing.

### Word reading

Reads and usually notices some unusual correspondences between spelling and sound in remaining Y2 words.

Applies phonic knowledge to read all decodable words with suffixes from Ph 6a & 6b.

Reads unfamiliar contractions and possessives [shalln't, it's, John's]

Fluently decodes books at **Band 10 (White) Books**

### Comprehension

Shows familiarity with a range of classic and contemporary poems and stories.

Discusses what new words mean regularly using prefixes and suffixes as clues?

Identifies simple subject-specific vocabulary.

Checks the text makes sense as they read at greater length, correcting inaccuracies.

Infers meaning based on what is said and done in texts (c.f. Wyche Reading Skills)

Identifies a beginning, middle and end.

Identifies types of stories, characters and endings in simple terms.

Understands and explains the title of books and chapters and uses these to make predictions or to summarise events and characters.

Begins to independently predict what characters may say or do next based on their previous actions or speech (c.f. Wyche Reading Skills)

Shows understanding of at least **Band 10 (White)** books verbally and in writing.

## Reading with the Spirit

Spiritual Learning: The Affective Domain

### Word reading

Enjoys learning and decoding new words, GPCs and rules.

Is developing resilience when challenged by decoding longer sentences.

### Comprehension

Discusses some classic and contemporary poems and stories and suggests that they prefer some to others.

Begins to link what they read to their own emotions and feelings.

Participates, with support, in discussion about what they have read, sometimes taking turns and listening to what others say.

Talks about a favourite or valued story or poem (beyond traditional tales), retelling it with support and giving limited reasons why they value it.

When guided and prompted, shows empathy with protagonists suggesting what a character might be feeling when asked.

Begins to relate or show pleasure in the things they discover by decoding.

### Word reading

Enjoys learning and decoding new words, GPCs and rules.

Is developing resilience when challenged by decoding longer sentences and paragraphs

### Comprehension

Discusses some classic and contemporary poems and stories and expresses a preference comparing text with text.

Often links what they read to their own emotions, feelings and motivations.

Participates in discussion about what they have read, sometimes taking turns and listening to what others say.

Talks about favourite or valued stories or poems (beyond traditional tales), retelling with support and giving reasons why they value it.

Shows empathy with protagonists suggesting what a character might be feeling.

Often relates or reads out the things they discover or value by reading.

### Word reading

Enjoys learning and decoding new words, GPCs and rules.

Is resilient when challenged by decoding longer sentences paragraphs and age-appropriate texts. Is motivated and challenged by progression through book bands.

### Comprehension

Discusses some classic and contemporary poems and stories, comparing texts simply and discussing favourite parts and characters.

Links what they read to their own emotions, feelings and motivations.

Participates in discussion about what they have read, taking turns and listening to what others say.

Talks about favourite or valued stories/poems (beyond traditional tales), retelling and giving reasons why.

Shows empathy with more than one character suggesting what they may be feeling and giving limited reasons for their actions.

Enthusiastically relates or reads out the things they discover or value by reading.

Is motivated to find new books by the pleasure of stories or information.