

Reading with the Body

Physical Learning: The Psychomotor Domain

Word reading

Responds to visually presented graphemes, articulating all **Phase 5a phonemes** with the correct Grapheme-Phoneme correspondence in a range of contexts (flash card, part of a word, book, etc.)

Uses finger to track text where necessary and places finger on graphemes, numbers and words when reading to secure accuracy and fluency.

Reads with frequent self-correction decoding unfamiliar words containing some taught GPCs.

Distinguishes all Phase 2-4 and some Phase 5d Common Exception words at sight.

Comprehension

Begins to articulate their understanding of what is read to them, with developing verbal fluency and stamina, needing some support and scaffolding.

Word reading

Responds rapidly to visually presented graphemes, articulating all Phase 5a and 5b phonemes with the correct Grapheme-Phoneme correspondence and discriminating between alternate pronunciations.

Uses finger to track text less frequently; otherwise reads with regular ocular tracking.

Reads with less frequent self-correction decoding words containing all taught GPCs, reading aloud a limited range of books using phonic cues as the main strategy.

Recognises all Phase 2-4 and most Phase 5d Common Exception words at sight.

Comprehension

Articulates their understanding of what is read to them, in discussion or conversation with growing verbal fluency and stamina.

Word reading

Responds rapidly to visually presented graphemes, articulating Phase 5a, 5b and 5c phonemes clearly and unambiguously with the correct Grapheme-Phoneme correspondence and discriminating clearly between alternate pronunciations.

Uses finger to track text in unfamiliar circumstances or for clarity, otherwise reads with regular ocular tracking.

Reads accurately and reliably decoding words containing all taught GPCs, reading aloud a wide range of books using phonic cues as the main strategy.

Recognises *all* Phases 2-5 Common Exception words at sight

Comprehension

Is increasingly able to physically navigate texts to retrieve information, turning pages efficiently and indicating 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 Phase 2, 3, 4 and **some** Phase 5 common exception words.

Applies phonic knowledge to read a limited range of decodable words with suffixes (–s/–es/–ing/–ed/–er/–est).

Occasionally reads **some** familiar contractions.

Is decoding book band 2 Red

Comprehension

Is familiar with a **limited** range of fairy stories and traditional tales recognising and joining in with predictable phrases.

When prompted, can discuss what new words mean, **sometimes** relating them to those already known.

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

With guidance, infers meaning based on what is said and done in texts.

When prompted can suggest the significance of the title, events or characters.

With support sometimes predicts what might happen based on what's happened so far.

Is beginning to perceive textual structure (beginning, middle end).

Comprehends **Book Band 2 [Red]**

Word reading

Reads all Phase 2-4 and most Phase 5 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Applies phonic knowledge to read a growing range of decodable words with suffixes (–s/–es/–ing/–ed/–er/–est)

Usually reads some familiar contractions.

Is decoding book band 3 Yellow

Comprehension

Is familiar with a growing range of fairy stories and traditional tales, from a range of cultures, recognising and joining in with predictable phrases.

Discusses word meanings, linking new words and meanings to those already known.

Usually checks that the text makes sense as they read, correcting inaccurate reading.

Occasionally infers meaning based on what is said and done in texts.

When prompted can discuss the significance of the title, events or characters

Sometimes predicts what might happen next based on what has happened so far.

Can discuss a text in terms of its structure (beginning, middle end).

Comprehends book band 3 Yellow

Word reading

Reads Phase 2-5 common exception words, identifying what makes them exceptions.

Applies secure phonic knowledge to reliably read a wide range of decodable words with suffixes (–s/–es/–ing/–ed/–er/–est).

Reads *all* regularly decodable or taught contractions.

Fluently decodes book band 4 Blue

Comprehension

Is familiar with a broad range of fairy stories and traditional tales from a variety of cultures as well as their own, recognising and joining in with predictable phrases.

Discusses word meanings, linking new words and meanings to those already known.

Habitually checks that the text makes sense as they read, correcting inaccuracies.

Usually infers meaning based on what is said and done in texts.

Discusses the significance of the title, events and characters, making suggestions.

Plausibly predicts what might happen next based on what has happened so far.

Uses simple text structures when discussing stories (beginning, middle end)

and when sequencing narrative events in fiction and non-fiction.

Comprehends **Book Band 4 [Blue]**

Reading with the Spirit

Spiritual Learning: The Affective Domain

Word reading

Begins to express pleasure in learning new words or GPCs.

Is developing resilience when challenged by decoding.

Comprehension

Discusses stories they have heard or read, naming favourite parts.

Links what they read or hear to their own experiences in simple terms when asked.

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

Can talk about a favourite or valued traditional tale, retelling it with support and giving limited reasons why they value it.

When guided and prompted, shows limited empathy with favourite or

familiar protagonists suggesting what a character might be feeling when asked.

Word reading

Is starting to enjoy decoding for its own sake

Is increasingly resilient when challenged by decoding

Comprehension

Discusses poems, stories and non-fiction they have heard or read naming favourite books and favourite parts.

Links what they read or hear to their own experiences or aspirations in simple terms.

When supported participates in discussion about what is read to them, sometimes taking turns and listening to what others say.

Talks about a favourite or traditional tale, retelling it and giving opinions about it.

In discussions about books, shows limited empathy with favourite or familiar protagonists suggesting what a character might be feeling when asked.

Word reading

Enjoys the rewards of decoding texts.

Is resilient when encountering new words or texts.

Comprehension

Discusses a wide range poems, stories and non-fiction they have heard or read giving personal responses and opinions and reciting a poem by heart.

Links what they read or hear to their own experiences, memories, emotions and aspirations.

Participates in discussion about what is read to them, taking turns and listening to what others say.

Talks about a range of traditional tales, retelling them, comparing them and giving opinions about them.

In discussions about books, shows limited empathy with favourite or familiar protagonists suggesting what a character might be feeling when asked.