English Intent Document

Reading

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| **Early Learning Goal** | | **Steps to achieve goal** | | **Exceeding Descriptors** | |
| **Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.** | | Continues a rhyming string.  Hears and says the initial sounds in words.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Links sounds to letters, naming and sounding the letters of the alphabet.  Begins to read words and simple sentences.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books.  Knows that information can be retrieved from books and computers. | | Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. | |
| **Read Accurately**  **Understand texts** | **Milestone 1**  Apply phonic knowledge and skills as the route to decode words.  Respond speedily with the correct sound to graphemes for all 40+ phonemes.  Read accurately by blending sounds in unfamiliar words containing GPCs.  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 other words of more than one syllable that contain taught GPCs.  Read words with contractions and understand that the apostrophe represents the omitted letter(s).  Read aloud accurately books that are consistent with phonic knowledge and do not require other strategies to work out words.  Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  Read accurately words of two or more syllables that contain the same graphemes as above.  Read words containing common suffixes.  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  Discuss events.  Predict events.  Link reading to own experience and other books.  Join in with stories or poems.  Check that reading makes sense and self-correct.  Infer what characters are like from actions.  Ask and answer questions about texts.  Discuss favourite words and phrases.  Listen to and discuss a wide range of texts.  Explain and discuss understanding of texts.  Recognise and join in with (including role-play) recurring language  Discuss the significance of the title and events.  Make inferences on the basis of what is being said and done. | | **Milestone 2**  Apply a growing knowledge of root words, prefixes and suffixes.  Read further exception words, noting the spellings.  Read with confidence, fluency and intonation which shows understanding. fiction, poetry, plays ,non-fiction and reference materials.  Recall and summarise main ideas, from more than one paragraph.  Discuss words and phrases that capture the imagination.  Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes  Prepare poems and plays to read aloud with expression, volume, tone and intonation.  Identify recurring themes and elements of different stories.  Recognise some different forms of poetry.  Explain and discuss understanding of reading, maintaining focus on the topic.  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Predict what might happen from details stated and implied.  Identify main ideas drawn from more than one paragraph and summarise.  Identify how the author’s use of language, structure and presentation contribute to meaning and captures the reader’s imagination.  Ask questions to improve understanding of a text.  Check that the text makes sense, discussing understanding and explaining the meaning of words in context.  Use a dictionary.  Make links between the book they are reading and other books they have read and their own experiences. | | **Milestone 3**  Apply knowledge of root words, prefixes and suffixes.  Read age-appropriate books with confidence and fluency (including whole novels).  Recommend books to peers, giving reasons for choices.  Identify and discuss themes and conventions in and across a wide range of writing.  Make comparisons within and across books.  Learn a wide range of poetry by heart.  Prepare 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.  Check that the book makes sense, discussing understanding and exploring the meaning of words in context.  Ask questions to improve understanding.  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Predict what might happen from details stated and implied.  Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Retrieve and record information from non-fiction.  Participate in discussion about books, taking turns and listening and responding to what others say.  Distinguish between statements of fact and opinion.  Provide reasoned justifications for views. |