

Band 1 Reading

B	Decoding						Comprehension
	Read aloud accurately (90% Instructional) books that are consistent with their developing phonic knowledge and that do not require them to use other strategies	L&S	They use knowledge to decode regular words and read them aloud accurately.	They also read some common irregular words.	Word Reading	Literal	AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotes / reference to text.
							Explain clearly their understanding of what is read to them.
			Blending skills pupils should be able to apply	High Frequency and Exception Words pupils should be able to recall automatically	Read words containing taught GPCs and –s, –es, -ing, -ed, -er and –est endings. Read words with contractions such as I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s). Checks that the text makes sense to them, as they read and corrects inaccurate reading e.g. will stop and re- read, blend an unfamiliar word, substitute the word for one with a similar, deduced meeting.	Deductive	AF3 Deduce, infer or interpret information, events or ideas from text
Phonics Bug - Phase 3 Sets 6-11 1c		Blends CVC words made using: j v w x y z zz qu ch sh th ngaiee igh oa oo/oo ar or ur ow oi ear air ure er Divides words into syllables in order to blend them.	he she we me be was my you her they all are	Link what they read or hear read to their own experiences. Express opinions about main events and characters in a story. Draws on what they already know or on background information and vocabulary provided by the teacher. Identify the key points in a text. Recognise why a character is feeling a certain way. Makes predictions on the basis of what they have read so far. Answer straight forward questions about a story. Identify the difference between fiction and non fiction. I can use picture clues to help me read simple texts.			

	Phonics Bug - Phase 4 Set 12 1c	Blend CVCC/CCVC to CCCVCC words using Phase 3 graphemes. Divides such words into syllables in order to blend them.	Some one said come do so were when have there out like little what			AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text levels. Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognises and joins in with predictable phrases and story language . (Once upon a time) Recognise repetitive language in my reading. Discusses the significance of the title and events.
	Phonics Bug - Phase 5 Sets 13-20 1b	Blend words using Phase 5 graphemes. a-e aya e-e ee ea ie y e i-e igh iey o-e ow oe u-e ue ew u-e oo ue ew ore aw au or ir ur er ear or ou ow	Be able to read all the words from the 100 high-frequency words. These words are contained within the Reception and Year 1 Spelling Lists.		Evaluative	AF5 Explain and comment on the writer's use of language, including grammatical and literacy features at word and sentence levels. Discussing word meanings, linking new meanings to those already known.
	Phonics Bug - Phase 5 Sets 21-25 1b	oy oi ear air are ere ear ph wh				AF6 Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader. Appreciates rhymes and poems, reciting some by heart.
	Phonics Bug - Phase 5 Sets 26-27 ORANGE Oxford Reading Tree - Stage 6 1a	tch -ve (for v at the end) k for /k/ phoneme before e, i or y otherwise use c				Speaking about and Listening to Books Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Participates in discussion about what is read to them, taking turns and listening to what others say.