

Progression of objectives covered is shown through the Reading Mats linked to PM benchmarking

## TT Statements covered through Individual Reading

### EYFS:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Year 1:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to grapheme for all 4-+ phonemes, including, alternative sounds
- Read accurately by blending sounds in unfamiliar words
- Read aloud books that use letters and letter groups that have been taught
- Re-read phonically decodable books to build fluency and confidence in word reading

### Year 2:

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially alternative sounds
- Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately.
- Re-read books, sounding out unfamiliar words accurately to build up fluency and confidence

# End of Year Expectations

## EYFS

### Dovers Expected:

Retell stories using their own words and recently introduced vocab.

Predict key events in the stories

Use recently taught vocabulary during discussions about stories

Say a sound for each letter of the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound blending

Read aloud simple sentences and books consistent with phonic knowledge

Read common exception words

## Year 1

### Dovers Expected:

Read texts that are consistent with developing phonic knowledge accurately

Check a text makes sense as they read and self-correct

Link what they have read to their own experiences

Discuss the significance of title and events

### Dovers Exceeding:

Read for pleasure

Retell stories in detail

Answer some inference questions based on what is said and done

Make sensible predictions supported by evidence

To read unfamiliar words by applying their knowledge of alternative grapheme

## Year 2

### Dover's Expected:

Retell the story or recall information from the book

Self correct any inaccurate reading

Answer some inference questions about a text

Discuss and clarify word meanings

Read most words without sounding out and blending

Sound out unfamiliar words accurately without hesitation

### Dover's Exceeding:

Read fluently and accurately

Make a plausible prediction about what might happen next

Make links between different books they have read

Make inferences about the text

## Curriculum Enhancers

- Visit from an author (minimum once during their time at Dovers)
- Annual Book Week
- World Book Day
- Dedicated reading time in class- ERIC
- Year 2 reading to Ladybirds