

Strand	Skills by the end of EYFS	Skills by the end of Y1	Skills by the end of Y2
<b>Reading: Word Reading</b>	<ul style="list-style-type: none"> <li>Children to be taught set 1 sounds plus extra alternatives: ll ff ss ck zz and recall all sounds in the alphabet.</li> <li>To be taught and recall some set 2 sounds.</li> <li>Children to be able to read at least 10 digraphs.</li> <li>Can decode simple sentences using the phonemes they've been taught.</li> <li>They read some common exceptions words as red words.</li> </ul>	<ul style="list-style-type: none"> <li>Children to be taught set 2 and 3 sounds until secure plus alternatives: au e-e ie ue ph wh.</li> <li>Children's ability to decode can be assessed using nonsense word cards.</li> <li>The majority of Y1 common exceptions words are practised using red words.</li> <li>Children Multisyllabic words from green level onwards.</li> <li>Children read RWI book three times at least, focusing on decoding, then speed, then fluency.</li> </ul>	<ul style="list-style-type: none"> <li>More unusual sounds are pointed out to them using the complex speeds sound chart to map alternatives.</li> <li>Children continue to decode more unfamiliar and multisyllabic words.</li> <li>The majority of Y2 common exception words are practised as red words.</li> </ul>
<b>Reading: Comprehension</b>	<ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They demonstrate some understanding of what they have read when talking to others.</li> <li>Listens to a range of stories, poems, and non-fiction texts, responding to what they hear with relevant comments, questions, or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss word meaning and link words previously taught.</li> <li>Recognise and join in with predictable phrases.</li> <li>Discuss the title and key events.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on the background information provided by the teacher.</li> <li>Check the text makes sense as they read.</li> <li>Make inferences based on what has been said and done.</li> <li>Predict what might happen based what has been said so far.</li> <li>Explain their understanding of texts they have read.</li> </ul>
<b>RWI Books</b>	<ul style="list-style-type: none"> <li>To be able to read green or purple books by the end of EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to read blue books by the end of year 1.</li> </ul>	<ul style="list-style-type: none"> <li>To access the Y2 end of year expectations for reading in guided reading sessions.</li> </ul>