

## Stage 1

Children are expected to:

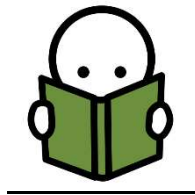
Apply their phonic knowledge in order to decode words and should be able to read accurately by blending sounds in unfamiliar words.

Be able to read words of more than one syllable as well as words with contractions (Eg I'm, I'll, We'll) and understand that the apostrophe means omitted letters. (I am, I will, we will).

Listen to and discuss a wide range of poems, stories and non-fiction.

Learn to appreciate rhymes and poems and recite some by heart  
checking that the text makes sense to them as they read and correcting inaccurate reading.

Discuss the significance of the title and events, predicting what might happen on the basis of what has been read so far.



## Stage 2 - as above plus:

Children should be able to:

Read most words quickly and accurately.

Listen to, discuss and express views about a wide range of contemporary and classic poetry, plays, stories and non-fiction at a higher level of text when the text is read to them.

Discuss the sequence of events in books and how items of information are related.

Discuss the sequence of events in books and how items of information are related.

Check that the text makes sense to them as they read and correcting inaccurate reading.

Make inferences on the basis of what is being said and done in the text.



**Stage 3 and 4 – as above plus:**

**Children should be able to:**

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Use dictionaries to check the meaning of words that they have read.

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Discuss words and phrases that capture the reader's interest and imagination.

Recognise some different forms of poetry. For example, free verse, narrative poetry.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Identify how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.



**Stage 5 and 6 – as above plus:**

**Children should be able to:**

Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommend books that they have read to their peers, giving reasons for their choices.

Learn a wider range of poetry by heart.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

**All books teach children to read. It is good to encourage your child to read books that they will enjoy.**

You can introduce more difficult reading books and more complex stories by reading the text to your child but letting them read the easy bits.

Reading their favourite book again and again with them. Repetition helps your child to learn and remember new words.

Take it in turns to read parts of the story. Tell your child one thing you really enjoy about listening to them read. This will encourage them to do it again.

Looking out for things which will motivate your child to read – instructions on how to enter a competition, make a model or scanning a TV listing to discover when a favourite show is on.

Make a mental note of any words that your child repeatedly struggles with and spending a few minutes at the start of every reading time trying them out.

Talking about what you've just read together helps children think about what they've read, boosts their

As younger children can have a shorter attention span, read 'little but often' to keep them motivated and enthusiastic.

imagination and grows their confidence. It's also a good way to pick up on new words and check that they understand what they've read.

You could try getting your child to think of questions they can ask you to test if you've been listening!

Asking how they think a particular character in a story might be feeling (you can look at the faces in pictures to help them get started).

Ask your child to tell you what they would do if they were in the story, or what they think is going to happen next. These questions encourage your child to say more than 'yes' or 'no'.

It doesn't always have to be a book. Every day there are lots of opportunities for you to encourage your child to get reading. For example, going online together and reading or printing off a web page that interests them.

Carrying a book or comic in your bag to share when you are out and about, on the bus, train, etc.

Encouraging children to read traffic signs, adverts, cereal packets, simple news headlines, DVD covers or film reviews.

### More adventurous ways to read:

You could try reading adventure or ghost stories in the dark or under the duvet by torchlight.

Try reading the book in a funny accent or breaking up the character parts so you take it in turns to read.

Make up a story about your child and all their favourite toys – and use them to act it out.

Encouraging your child to be 'story detectives', looking for clues in the pictures and text to help with challenging words.

Making up a treasure hunt around your home with a clue in every room for your child to find and read.

“Personally, I still remember my mum reading a short story to me every night in bed. It was our special time which I really valued and still remember and look back on today”.

Mrs Barker