Year 1 AUTUMN Key Themes : Ourselves/Toys

There should be opportunities for every child to read daily either in guided reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.

Objectives highlighted in bold must be revisited in every unit / half-termly

Guided reading: Pupils will be grouped according to their ability, reading one book band higher than their independent reading book. Teachers will use **HFL Guided Reading Booklet (Reception to Year 2)** for learning objectives specific to each group.	**Phonics:** Follow Letter and Sounds Use **HFL phonics tracker YR to Y2** to support pace and progression in phonics
Suggested texts: **Plenty of love to go round - Narrative** **Little Red Hen - Narrative** **Farmer Duck – Narrative** **Celebrations: Hanika, Divali, Christmas** **Poetry - Autumn**	**Year 1 Grammar vocabulary to be used when discussing reading:** **Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features: contain enough print for the child to use decoding skills are likely to be of interest in terms of storyline (narrative) or subject matter (non-fiction) allow children to practise decoding new and previously taught *GPCs and common exception words (*Grapheme-Phoneme Correspondence) have limited print on each page, clear font and good spacing between words have pages dominated by pictures – in simpler books, illustrations closely support the text; in more complex books, pictures support storyline more than precise meaning have repeated words and predictable phrases that children can anticipate and join in with	**Prior learning: (Taken from EYFS Early learning goals Communication and Language and Literacy)** • listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • answer 'how' and 'why' questions about their experiences and in response to stories or events • express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events • read and understand simple sentences • use phonic knowledge to decode regular words and read them aloud accurately • read some common irregular words. demonstrate understanding when talking with others about what they have read

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Core Learning Intentions		
Age Related – securing green		
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	**GUIDED READING**	**Extension Opportunities** Next steps (Needed for GDS)
VOCABULARY **Vocabulary** **identifies simple and recurring literary language** **identifies the meaning of vocabulary in context** explains their understanding of texts that are pitched beyond the level they can read independently	DECODING: read common exception words (Year 1 Spellings) read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable read aloud, accurately and independently books that are consistent with their developing phonic knowledge. read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
RETRIEVING **with support, justifies their views about texts they have had read to them e.g. uses the word 'because'** **recognises patterns in texts, e.g. repeated phrases and refrains**	RETRIEVING checking the text makes sense as they read and self-correct mistakes.	

discusses the significance of the title **observes the punctuation and uses this to aid understanding** **retrieves key information from a text** identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts, *e.g. different layouts for instructions, non-fiction books etc* begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them	explaining clearly their understanding of what is read to them. discussing word meanings and linking new meanings to words already known.	
INFERRING **Inferring** **identifies goals/motives of the main character on the basis of what they have said and done** *e.g. 'I think she wants her daddy to help her build a sandcastle.'* expresses preferences linked to own experiences e.g. 'I like going to the beach too' uses different voices for characters when reading dialogue aloud use different voice pitch to indicate whether they are reading an exclamation or question	**INFERRING** Inference: making inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	
PREDICTING predicts events and endings	**PREDICTING** predicting what might happen from what has been read so far	
SUMMARISING identifies how non-fiction texts are sequenced identifies the beginning, middle and end of stories and pattern in poetry	**SUMMARISING** understanding the particular characteristics of fairy tales and traditional stories discussing the significance of the title and events retelling well known stories such as fairy tales and traditional stories	

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READING BEHAVIOURS AND FLUENCY	READING BEHAVIOURS AND FLUENCY	
reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy re-reads to self-correct if meaning is lost asks questions to clarify connects what they read or hear to their own experiences knows the voice telling the story is called the narrator	learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say	

Year 1 SPRING Key Themes : Weather/India

Suggested texts: Beegu (POR) How to catch a dragon – Narrative Poetry - seasons	The last Noo-Noo - Narrative Non-fiction texts - India	
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features: are built on simple patterns or known sequences, *e.g. counting, days of the week etc.* have storylines involving a few episodes in chronological order include a range of simple sentence constructions, including statements, questions and commands		
Core Learning Intentions Age Related – securing orange		
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY **Vocabulary** **identifies simple and recurring literary language** **identifies the meaning of vocabulary in context**	DECODING: read common exception words (Year 1 Spellings) read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –	

explains their understanding of texts that are pitched beyond the level they can read independently	ed, –er and –est endings) including words with more than one syllable read aloud, accurately and independently books that are consistent with their developing phonic knowledge. read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
RETRIEVING **with support, justifies their views about texts they have had read to them e.g. uses the word 'because'** **recognises patterns in texts, e.g. repeated phrases and refrains** **discusses the significance of the title** **observes the punctuation and uses this to aid understanding** **retrieves key information from a text** identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts, *e.g. different layouts for instructions, non-fiction books etc* begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them	**RETRIEVING** checking the text makes sense as they read and self-correct mistakes. explaining clearly their understanding of what is read to them. discussing word meanings and linking new meanings to words already known.	

INFERRING **Inferring** **identifies goals/motives of the main character on the basis of what they have said and done** *e.g. 'I think she wants her daddy to help her build a sandcastle.'* expresses preferences linked to own experiences e.g. 'I like going to the beach too' uses different voices for characters when reading dialogue aloud use different voice pitch to indicate whether they are reading an exclamation or question	**INFERRING** Inference: making inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	
PREDICTING predicts events and endings	**PREDICTING** predicting what might happen from what has been read so far	
SUMMARISING identifies how non-fiction texts are sequenced identifies the beginning, middle and end of stories and pattern in poetry	**SUMMARISING** understanding the particular characteristics of fairy tales and traditional stories discussing the significance of the title and events retelling well known stories such as fairy tales and traditional stories	
READING BEHAVIOURS AND FLUENCY reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy re-reads to self-correct if meaning is lost asks questions to clarify connects what they read or hear to their own experiences knows the voice telling the story is called the narrator	**READING BEHAVIOURS AND FLUENCY** learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say	

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Year 1 SUMMER Key Themes : Mini-beasts/Heroes and Villians	
Suggested texts: **Yucky Worms (POR)** **Poetry – selected poems**	**The Lonely Beast – Narrative** **Traction Man (POR)** **Diary of a broad bean – explanation**

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

include some abstract terms (non-fiction)

include some level of formality and specialised language (non-fiction)

use captions

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Core Learning Intentions

Age Related – securing turquoise

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READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY **Vocabulary** **identifies simple and recurring literary language** **identifies the meaning of vocabulary in context** explains their understanding of texts that are pitched beyond the level they can read independently	**DECODING:** read common exception words (Year 1 Spellings) read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable read aloud, accurately and independently books that are consistent with their developing phonic knowledge. read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)	

	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
RETRIEVING **with support, justifies their views about texts they have had read to them** e.g. uses the word 'because' **recognises patterns in texts, e.g. repeated phrases and refrains** **discusses the significance of the title** **observes the punctuation and uses this to aid understanding** **retrieves key information from a text** identifies complete sentences identifies typical phrases e.g. story openings and endings understands that there is a range of non-fiction texts, *e.g. different layouts for instructions, non-fiction books etc* begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction comments on things that interest them	**RETRIEVING** checking the text makes sense as they read and self-correct mistakes. explaining clearly their understanding of what is read to them. discussing word meanings and linking new meanings to words already known.	asking and answering questions about books
INFERRING Inferring **identifies goals/motives of the main character on the basis of what they have said and done** *e.g. 'I think she wants her daddy to help her build a sandcastle.'* expresses preferences linked to own experiences e.g. 'I like going to the beach too' uses different voices for characters when reading dialogue aloud use different voice pitch to indicate whether they are reading an exclamation or question	**INFERRING** making inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	

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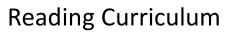|		
PREDICTING predicts events and endings	**PREDICTING** predicting what might happen from what has been read so far	
SUMMARISING identifies how non-fiction texts are sequenced identifies the beginning, middle and end of stories and pattern in poetry	**SUMMARISING** understanding the particular characteristics of fairy tales and traditional stories discussing the significance of the title and events retelling well known stories such as fairy tales and traditional stories	
READING BEHAVIOURS AND FLUENCY reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy re-reads to self-correct if meaning is lost asks questions to clarify connects what they read or hear to their own experiences knows the voice telling the story is called the narrator	**READING BEHAVIOURS AND FLUENCY** learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say	

Year 2 AUTUMN Key Themes : Ourselves/Great fire of London **There should be opportunities for every child to read daily either in guided reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.** **Objectives highlighted in bold must be revisited in every unit / half-termly**

Suggested texts: **The Magic Finger – Narrative** **Poetry – Harvest, fireworks** **Great Fire of London – Non fiction**	Year 2 Grammar vocabulary to be used when discussing reading: **noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma**

Claude in the city (POR)	
Guided reading: Pupils will be grouped according to their ability, reading one book band higher than their independent reading book. Teachers will use **HFL Guided Reading Booklet (Reception to Year 2)** for learning objectives specific to each group.	**Phonics:** Follow Letter and Sounds Use **HFL phonics tracker YR to Y2** to support pace and progression in phonics
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features: **following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including:** picture books with a greater proportion of space given to sentences on a page - pictures support the text to a lesser degree and may be more detailed sentences that feature adverbs of time and manner, and prepositions to indicate place simple chapter books with a straightforward structure and broad but distinctive characterisation	**Prior learning: (Taken from Year 1 TAF)** read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes • read most words containing common Year 1 suffixes • read most Year 1 common exception words in age-appropriate books • read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately In a book they can already read fluently • check that it makes sense to them, correcting most inaccurate reading • answer questions and make some inferences • join in discussions about what has happened so far in what they have read

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Core Learning Intentions
Age Related – securing purple

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READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY **discusses effective language choices,** *e.g. 'slimy' is a good word there because…* identifies that adverbs help to tell us how the character is feeling	**DECODING:** Read common exception words (Year 2 Spellings). read accurately by applying phonic knowledge and blending until decoding has become embedded and	

	reading is fluent, including words with 2 or more syllables. read most words quickly and fluently without overt sounding/blending. read and recognise alternate sounds for different graphemes. read words with common suffixes (ed, ing).
RETRIEVING **identifies words and phrases that link events** refers back to the text for evidence retrieves information stated within text (may not be obvious) **uses evidence from a text – may look through the book to help them remember or use information** **shows awareness of use of features of organisation e.g. *index, bold headings*** **makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements'** *e.g. 'I think she is selfish/kind/angry because it says she…'* begins to understand that written language (standard English) has conventions that don't apply in spoken language explains differences between fiction and non-fiction understands that books can be used to find things out, and is beginning to do so recognises that information is grouped according to subject begins to use dictionaries, glossaries and indexes to locate meanings and information identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story	**RETRIEVING** checking the text makes sense as they read and self-correcting mistakes. explaining clearly their understanding of what is read to them. asking and answering questions about books discuss the sequence of events in a book and how events are related discussing word meanings and linking new meanings to words already known.

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identifies elements of an author's style e.g. *familiar characters, settings or common themes* identifies how settings and characters are created using specific vocabulary that creates imagery identifies that the verbs used for dialogue tell us how a character is feeling *e.g. "I grabbed…" or …he shouted*		
INFERRING **demonstrates empathy with characters looking at descriptions and actions** **identifies evidence of change as a result of events, for example in character behaviour** **recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios** *e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself* explains how the way a character speaks reflects their personality identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour evaluates simple persuasive devices *e.g. says which posters in a shop or TV adverts would make them want to buy something, and why* with support, justifies their views about what they have read	**INFERRING** asking inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	
PREDICTING **predicts with increasing accuracy during reading and then adapts prediction in the light of new information** **predicts some key events of a story based on the settings described in the story opening**	**PREDICTING** predicting what might happen from what has been read so far	

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Reading Curriculum

SUMMARISING	SUMMARISING	
identifies the sequence of events *e.g. answers questions such as 'Which event happened first? What happened before he fell over?'*	discussing favourite words and phrases and explaining why they like them recognising recurring language in poems/stories reading non-fiction books organised in different ways retelling well known stories including fairy tales and traditional stories.	
READING BEHAVIOURS AND FLUENCY self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. *a short chapter book* recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response*	READING BEHAVIOURS AND FLUENCY learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say.	

Year 2 SPRING Key Themes : Oceans and seas/Explorers	
Suggested texts: **The Magic school bus: On the ocean floor - Narrative**	How to catch a star (HFL) Man on the Moon (POR)

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Non-fiction texts – sea creatures Poetry – sea creatures	Non-fiction texts - Florence Nightingale, Amelia Earhart

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including:

books with a storyline or sequence of events/actions told in paragraphs

books with more developed sequences and patterns of events

non-fiction texts that are structured in different ways

Core Learning Intentions
Age Related – securing gold

READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY **discusses effective language choices,** *e.g. 'slimy' is a good word there because…* identifies that adverbs help to tell us how the character is feeling	**DECODING:** Read common exception words (Year 2 Spellings). read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables. read most words quickly and fluently without overt sounding/blending. read and recognise alternate sounds for different graphemes. read words with common suffixes (ed, ing).	

RETRIEVING **identifies words and phrases that link events** refers back to the text for evidence retrieves information stated within text (may not be obvious) **uses evidence from a text – may look through the book to help them** **remember or use information** **shows awareness of use of features of organisation e.g.** *index, bold* *headings* **makes statements about characters on the basis of what is said and done,** **making note of how verbs and adverbs support their judgements'** *e.g. 'I* *think she is selfish/kind/angry because it says she…'* begins to understand that written language (standard English) has conventions that don't apply in spoken language explains differences between fiction and non-fiction understands that books can be used to find things out, and is beginning to do so recognises that information is grouped according to subject begins to use dictionaries, glossaries and indexes to locate meanings and information identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. *familiar characters, settings or* *common themes* identifies how settings and characters are created using specific vocabulary that creates imagery identifies that the verbs used for dialogue tell us how a character is feeling *e.g. "I grabbed…" or …he shouted*	**RETRIEVING** checking the text makes sense as they read and self- correcting mistakes. explaining clearly their understanding of what is read to them. asking and answering questions about books discuss the sequence of events in a book and how events are related discussing word meanings and linking new meanings to words already known.	
INFERRING **demonstrates empathy with characters looking at descriptions and actions** **identifies evidence of change as a result of events, for example in** **character behaviour**	**INFERRING** asking inferences from the text based on what is said and done in the book.	

recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios *e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself* explains how the way a character speaks reflects their personality identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour evaluates simple persuasive devices *e.g. says which posters in a shop or TV adverts would make them want to buy something, and why* with support, justifies their views about what they have read	linking their own experiences to their reading and using these to help understand the text.	
PREDICTING **predicts with increasing accuracy during reading and then adapts prediction in the light of new information** **predicts some key events of a story based on the settings described in the story opening**	**PREDICTING** predicting what might happen from what has been read so far	
SUMMARISING **identifies the sequence of events** *e.g. answers questions such as 'Which event happened first? What happened before he fell over?'*	**SUMMARISING** discussing favourite words and phrases and explaining why they like them recognising recurring language in poems/stories reading non-fiction books organised in different ways retelling well known stories including fairy tales and traditional stories.	

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READING BEHAVIOURS AND FLUENCY	READING BEHAVIOURS AND FLUENCY	
self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. *a short chapter book* recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response*	learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say.	

Year 2 SUMMER Key Themes : Hot and Cold climates

Suggested texts: **How to wash a Woolly Mammoth - Instructions** **Lila and the Secret of Rain (POR)** **Non-fiction texts -African animals**	**Princess & The White Bear King (POR)** **Poetry – riddles, birds** **The Emperor's Egg – explanation**	
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features: **following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including:** non-fiction texts with longer, more formal sentences and wider range of terminology (range of unknown words is controlled) books with clear print and font with good spacing for more sustained blocks of text		
Core Learning Intentions Age Related – securing white		
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY **discusses effective language choices,** *e.g. 'slimy' is a good word there because…* identifies that adverbs help to tell us how the character is feeling	DECODING: Read common exception words (Year 2 Spellings). read accurately by applying phonic knowledge and blending until decoding has become embedded and	

	reading is fluent, including words with 2 or more syllables. read most words quickly and fluently without overt sounding/blending. read and recognise alternate sounds for different graphemes. read words with common suffixes (ed, ing).	
RETRIEVING **identifies words and phrases that link events** refers back to the text for evidence retrieves information stated within text (may not be obvious) **uses evidence from a text – may look through the book to help them remember or use information** **shows awareness of use of features of organisation e.g. *index, bold headings*** **makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements'** *e.g. 'I think she is selfish/kind/angry because it says she…'* begins to understand that written language (standard English) has conventions that don't apply in spoken language explains differences between fiction and non-fiction understands that books can be used to find things out, and is beginning to do so recognises that information is grouped according to subject begins to use dictionaries, glossaries and indexes to locate meanings and information identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story	**RETRIEVING** checking the text makes sense as they read and self-correcting mistakes. explaining clearly their understanding of what is read to them. asking and answering questions about books discuss the sequence of events in a book and how events are related discussing word meanings and linking new meanings to words already known.	

identifies elements of an author's style e.g. *familiar characters, settings or common themes* identifies how settings and characters are created using specific vocabulary that creates imagery identifies that the verbs used for dialogue tell us how a character is feeling *e.g. "I grabbed..." or ...he shouted*		
INFERRING **demonstrates empathy with characters looking at descriptions and actions** **identifies evidence of change as a result of events, for example in character behaviour** **recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios** *e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself* explains how the way a character speaks reflects their personality identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour evaluates simple persuasive devices *e.g. says which posters in a shop or TV adverts would make them want to buy something, and why* with support, justifies their views about what they have read	**INFERRING** asking inferences from the text based on what is said and done in the book. linking their own experiences to their reading and using these to help understand the text.	make links between the book they are reading and other books they have read.
PREDICTING **predicts with increasing accuracy during reading and then adapts prediction in the light of new information** **predicts some key events of a story based on the settings described in the story opening**	**PREDICTING** predicting what might happen from what has been read so far	make a plausible prediction about what might happen on the basis of what has been read so far

SUMMARISING **identifies the sequence of events** *e.g. answers questions such as 'Which event happened first? What happened before he fell over?'*	**SUMMARISING** discussing favourite words and phrases and explaining why they like them recognising recurring language in poems/stories reading non-fiction books organised in different ways retelling well known stories including fairy tales and traditional stories.	
READING BEHAVIOURS AND FLUENCY self-corrects spontaneously and at the point of error sustains silent reading most of the time sustains interest in longer narratives e.g. *a short chapter book* recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response*	**READING BEHAVIOURS AND FLUENCY** learning to appreciate poetry/rhymes and recite some by heart participating in discussions about both books that are read to them and those they can -read for themselves, taking turns and listening to what others say.	