

St. Bartholomew's C of E Primary School

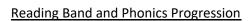




Universal	Phonics Phase	<u>Year</u>	Word Reading	Comprehension Elements
Book Band		<u>Group</u>	National Curriculum Objectives	National Curriculum Objectives
<u>Colour</u> Lilac	Phase 2	EYFS	I can apply my phonetically regular words of more than 1 syllable	I can describe the main events in the simple stories I have read.
Pink			I can read many irregular but high frequency	
Red	Phase 3	EYFS	words. I can use phonics, semantic knowledge to	
Yellow		Year 1	understand unfamiliar words.	
Blue	Phase 3	Year 1	 Apply phonic knowledge and skills as the route to decode words 	Develop pleasure in reading, motivation to read and vocabulary
			 Respond speedily with the correct sound to graphemes for all 40+ phonemes 	Listening to and discussing poems, stories, and non-fiction
	51 4		Read accurately by blending sounds in unfamiliar words containing GPCs that have	Link what they read or hear to their own experiences Become familiar with key stories, traditional
Green	Phase 4		Been taught. Read common exception words, noting unusual correspondence between spelling	 Become familiar with key stories, traditional tales and fairy tales Recognise and join in with predictable
			and sound • Read words containing taught GPCs and – s, -	phrases • Appreciate rhyme and poems and recite
			es, -ing, -ed, -er and -est endings	some by heart
Orange	Phase 5		Read other words of more than one syllable that contain taught GPCs Read words with contractions and	Discuss word meanings Understand both the books they read and ones they listen to
			understand the apostrophe represents	Draw on what they know
			missing words	Check it makes sense
Turaviaiaa		Vaar 1	 Read aloud books consistent with phonic knowledge and that do not require them to use other strategies 	Discuss the significance of the title and events
Turquoise		Year 1	Re-read books to build fluency and	 Make inferences Predict what might happen on what has been
			confidence.	read
				Participate in discussion, take turns and listen to others
				Explain clearly their understanding
Purple	Phase 6	Year 2	Apply phonic knowledge and skills as the	Develop pleasure in reading, motivation to read,
		Teal 2	route to decode words until automatic decoding has become embedded and	vocabulary and understanding • Listen, discuss and express views about a
			reading is fluent	wide range of poetry, stories and non-fiction
			 Read accurately by blending sounds taught so far 	Discuss the sequence of events in books and how information is related
Gold		Year 2	Read accurately words of two or more syllables that contain graphemes taught	Become familiar with and re-tell a range of stories
Colu		Tear 2	Read words containing common suffixes	Being introduced to non-fiction books
			Read further common exception words	structured in different ways recognising simple recurring literary
			 Read most words quickly and accurately, without overt sounding and blending 	language in stories and poetry
			 Read aloud books closely matched to their improving phonic knowledge, sounding out 	discussing and clarifying the meanings of words, linking new meanings to known
			unfamiliar words accurately	vocabulary discussing their favourite words and phrases
			 Re-read books to build up their fluence and confidence 	continuing to build up a repertoire of poems
White				learnt by heart, appreciating these and reciting some, with appropriate intonation to
vviiite				make the meaning clear
				understand both the books that they can already read accurately and fluently and those that they
				listen to by:
				drawing on what they already know or on background information and vocabulary provided by the teacher
				promote and country



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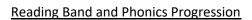




Lime	Intervention	Year 2		checking that the text makes sense to them
	if needed			as they read and correcting inaccurate reading
				making inferences on the basis of what is
				being said and done participate in discussion about books, poems and
				other works that are read to them and those that they can read for themselves, taking turns and
				listening to what others say
				explain and discuss their understanding of books,
				poems and other material, both those that they listen to and those that they read for themselves.
Brown		Year 3	Pupils should be taught to:	Pupils should be taught to:
			 apply their growing knowledge of root words, prefixes and suffixes (etymology and 	develop positive attitudes to reading and understanding of what they read by:
			morphology) as listed in English NC Appendix	listening to and discussing a wide range of
			 both to read aloud and to understand the meaning of new words they meet 	fiction, poetry, plays, non-fiction and reference books or textbooks
6			read further exception words, noting the unusual	reading books that are structured in different
Grey		Year 3	correspondences between spelling and sound, and where these occur in the word.	 ways and reading for a range of purposes using dictionaries to check the meaning of
/Silver		and Year 4		words that they have read
		Teal 4		 increasing their familiarity with a wide range of books, including fairy stories, myths and
				legends, and retelling some of these orally
				 identifying themes and conventions in a wide range of books English – key stages 1 and 2
				26 Statutory requirements
				 preparing poems and play scripts to read aloud and to perform, showing
				understanding through intonation, tone,
				volume and action discussing words and phrases that capture
				the reader's interest and imagination
				 recognising some different forms of poetry [for example, free verse, narrative poetry]
				understand what they read, in books they can read
				independently, by: • checking that the text makes sense to
				them, discussing their understanding and
				 explaining the meaning of words in context
				 asking questions to improve their understanding of a text
				drawing inferences such as inferring
				characters' feelings, thoughts and motives
				from their actions, and justifying inferences with evidence
				 predicting what might happen from details stated and implied
				identifying main ideas drawn from more
				than one paragraph and summarising these
				identifying how language, structure, and
				presentation contribute to meaning retrieve and record information from non-fiction
				participate in discussion about both books that are
				read to them and those they can read for themselves, taking turns and listening to what others
		Year 4		say.



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Dark Blue	VoorF	Pupils should be taught to:	Pupils should be taught to:
Dark Blue	Year 5	apply their growing knowledge of root	maintain positive attitudes to reading and
		words, prefixes and suffixes (morphology	understanding of what they read by:
		and etymology), as listed in English NC	 continuing to read and discuss an
		Appendix 1, both to read aloud and to	increasingly wide range of fiction, poetry,
		understand the meaning of new words	plays, non-fiction and reference books or
Burgundy	Year 5	that they meet.	textbooks
0 ,	and		reading books that are structured in different ways and reading for a range of purposes.
			 ways and reading for a range of purposes increasing their familiarity with a wide range
	Year 6		of books, including myths, legends and
			traditional stories, modern fiction, fiction
/5			from our literary heritage, and books from
'Free			other cultures and traditions English – key
Reader'			stages 1 and 2 34 Statutory requirements
			recommending books that they have read to
			their peers, giving reasons for their choices
			 identifying and discussing themes and conventions in and across a wide range of
			writing
			making comparisons within and across
			books
			 learning a wider range of poetry by heart
			 preparing poems and plays to read aloud and
			to perform, showing understanding through
			intonation, tone and volume so that the
			meaning is clear to an audience understand what they read by:
			checking that the book makes sense to
			them, discussing their understanding and
			exploring the meaning of words in context
			 asking questions to improve their
			understanding
			drawing inferences such as inferring
			characters' feelings, thoughts and motives from their actions, and justifying
			inferences with evidence
			predicting what might happen from details
			stated and implied
			 summarising the main ideas drawn from
			more than one paragraph, identifying key
			details that support the main ideas
			identifying how language, structure and presentation contribute to magning
			presentation contribute to meaning discuss and evaluate how authors use
			language, including figurative language,
			considering the impact on the reader
			distinguish between statements of fact
			and opinion
			retrieve, record and present information
			from non-fiction
			 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 provide reasoned justifications for their views.
			justifications for their views.