


Year 2	<p style="text-align: center;"><b>Dimple Well Definites - Reading</b></p> 
	<p><b>Reading words</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of sounds becoming confident about decoding so that reading is fluent</li> <li>• Blending sounds that have been taught so far and recognise alternative sounds for letter groups</li> <li>• Read words with two or more syllables using letter groups that have been taught</li> <li>• Read a wider range of common exception words, noting unusual spelling and sounds (next 200 sight words can help here)</li> <li>• Read words with common endings (suffixes) by building on the root word</li> <li>• Read most words quickly and accurately when they have been fluently met</li> <li>• Read aloud books that are closely matched to knowledge of letters and sounds, with increasing fluency</li> <li>• Re-read books to build up fluency and confidence</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading by listening to and talking about modern and classic poems, stories and information books</li> <li>• Becoming more familiar with and retell key stories, fairy stories and traditional tales</li> <li>• Build up a repertoire of poems learnt by heart</li> <li>• Talk about the meaning of new words and link these to other words already known</li> <li>• Understand the books they can read and those they listen to by discussing, answering questions and expressing ideas</li> </ul>

## Year 1


## Dimple Well Definites - Reading

**Reading words**

- Use knowledge of sounds to decode words (starting with CVC/CCVC/CVCC words)
- Recognise all the basic sounds made by letters or letter groups including alternative sounds for some e.g. ea, ow
- Read new words by blending sounds that have been taught
- Read common exception words, noting unusual spelling and sounds (first 100 sight words can help here)
- Read words ending with -s, -es, -ing, -ed, -er and -est endings
- Read other words with more than one syllable using blends that have been taught
- Read contractions e.g. I'll, we'll, that's and know the apostrophe stands for missing letter(s)
- Read accurately books that match their developing knowledge of sounds
- Re-read books to build up fluency and confidence

**Comprehension**

- Listen to and talk about stories, poems and information books
- Become familiar with key stories, fairy stories and traditional tales
- Join in with phrases that come up again in the story
- Learn some rhymes by heart
- Talk about the meaning of new words and link these to other words known already
- Understand the story and predict what might happen next
- Talk about the title and layout of information books
- Explain clearly what is read to them and listen to others' ideas

<h2 style="text-align: center;">Dimple Well Definites - Reading</h2>	
<p><b>Early Years</b></p>	
<p><b>Nursery</b></p>	<ul style="list-style-type: none"> <li>• Handle books carefully</li> <li>• Hold books the correct way up and turn pages appropriately</li> <li>• Know that the printed words convey meaning</li> <li>• Listen to (and join in with ) stories, poems and rhymes; in both small and larger groups</li> <li>• Enjoy books</li> </ul>
<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>• Recognise and join in with rhyme and alliteration in spoken words</li> <li>• Blends phonemes to read CVC words</li> <li>• Links sounds to letters naming and sounding the alphabet</li> <li>• To pick up a book and use it correctly - enjoyment of books</li> <li>• Tell a story from the pictures</li> <li>• Use picture clues to support reading unknown words</li> <li>• To be using and applying phase 3 phonics</li> </ul>