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| **Foundation Phase Language, Literacy and Communication Skills Area of Learning**  |
| **Strand: Reading** |
| **Elements** | **Aspects**  | Reception  | Year 1  | Year 2  | Year 3  |
| **Children are able to:**  | **Children are able to:**  | **Children are able to:**  | **Children are able to:**  |
| **Locating, selecting and using information** | **Reading strategies**  | choose reading materials including books  | choose reading materials and explain what the text is about and why they like it  | choose reading materials independently giving reasons for their choices  |  |
| **understand that print carries meaning and is read left to right, top to bottom**  | **talk about features of books such as contents page and titles**  | **use contents page and glossary within a range of texts**  |  |
| **discriminate between letters in a range of contexts**  |  |  |  |
| **link and identify a growing number of spoken sounds to letters**  | **link and identify spoken sounds to blends of letters and letter names**  |  |  |
| recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): **- orally** blend combinations of **known** letters **- orally** segment combinations of **known** letters  | **recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables**  | **confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words**  |  |
|  |  | **apply the following reading strategies with support:** **- phonic strategies to decode simple words** **- recognition of high-frequency words** **- context cues, *e.g. pictures, initial sound*** **- repetition in text**  | apply the following reading strategies with increasing independence: - phonic strategies to decode words - recognition of high-frequency words - context clues, *e.g. prior knowledge* - graphic and syntactic clues - self-correction, including re-reading and reading ahead | apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: - phonic strategies - recognition of high-frequency words - context clues, *e.g. prior knowledge* - graphic and syntactic clues - self-correction, including re-reading and reading ahead |

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| use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context use visual clues, *e.g. illustration, photographs, diagrams and charts,* to enhance understanding  |

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|  |  | **use one-to-one correspondence between written and spoken word**  | **track print with eyes, finger pointing only at points of difficulty**  | **track a page of print with eyes without difficulty**  |  |
|  |  |  |  |  | skim to gain an overview of a text, *e.g. topic, purpose* |

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| **Locating, selecting and using information** | **Reading strategies**  | **Children are able to:**  | **Children are able to:**  | **Children are able to:**  | **Children are able to:**  |
| read simple words such as consonant-vowel-consonant words  | **decode unknown words containing blended consonants and vowels by using strategies, *e.g. segmenting phonemes, onset and rime***  | **decode text with unfamiliar content or vocabulary sustaining comprehension throughout**  |  |
| read simple captions and texts recognising high-frequency words  | read suitable texts with accuracy and fluency  | read a range of suitable texts with increasing accuracy and fluency  | read short information texts independently with concentration  |
| show an awareness of full stops when reading  | read aloud with attention to full stops and question marks  | read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace  | read aloud using punctuation to aid expression  |
|  |  |  | read aloud with expression, showing awareness of exclamation and speech marks |  |  |
|  |  | show an awareness of the difference between stories and information texts  | identify simple text features such as titles and pictures to indicate what the text is about | identify and use text features, *e.g. titles, headings and pictures*, to locate and understand specific information |

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| **with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, *e.g. story structure, the layout of a letter*** look for specific information in texts using contents, indexes, glossaries, dictionaries identify different purposes of texts, *e.g. to inform, instruct, explain* identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points*  |

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|  |  | **use pictures to aid understanding of text**  | look for clues in the text to understand information | look for key words to find out what the text is about  |
|  |  | make meaning from visual features of the text, *e.g. illustrations, photographs, diagrams and charts* | understand the meaning of visual features and link to written text, *e.g. illustrations, photographs, diagrams and charts* | use the different features of texts to make meaning, *e.g. pictures, charts and layout*  |
|  |  | recognise and make meaning from words and pictures on-screen | identify words and pictures on-screen which are related to a topic | identify key words to search for information on-screen, and modify search words as necessary |

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| locate information on web pages using screen features, *e.g. toolbars, side bars, headings, arrows*  |

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| **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| **Responding** **to what** **has been** **read**  | **Compreh-ension**  | retell familiar stories in a simple way, **using pictures to support**  | retell events from a narrative in the right order  | recall and retell narratives and information from texts with some details  |

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| accurately identify the topic and main ideas of a text, *e.g. by highlighting, using key words of the text* deduce ideas and information by linking explicit statements, *e.g. cause and effect*  |

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| identify information from a text using visual features and words  | identify information related to the subject of a text  | identify information from a text accurately and sort into categories or headings  |
|  | recall details from information texts  | explain relevant details from texts  |
| relate information and ideas from a text to personal experience  | use personal experience to support understanding of texts  | draw upon relevant personal experience and prior knowledge to support understanding of texts  | take an interest in information beyond their personal experience  |
| **predict an end to stories**  | **use prediction in stories, adding more detail**  | **refine and revise predictions in fiction and non-fiction texts**  |  |
|  |  |  |  | **begin to make links between continuous and/or non-continuous texts**  |
| **Response and analysis** | show an interest in books and other reading materials and respond to their content  | express a view about the information in a text  | express views about information and details in a text, **considering content, ideas, presentation, organisation and the language used**  | **with prompting, consider what they read/view, responding orally and in writing to the ideas, language and presentation**  |
| follow texts read to them and respond appropriately.  | explore language, information and events in texts  | show understanding and express opinions about language, information and events in texts  | use information from texts in their discussion or writing **develop their ability to read continuous and non-continuous texts with fluency, accuracy, and enjoyment; respond to them orally and in** **writing**  |
|  | make links between texts read and other information about the topic.  | make links between texts read and new information about the topic.  | make links between what they read and what they already know and believe about the topic.  |
|  |  |  |  |  | **understand that texts change when they are adapted for different media and audiences, *e.g. a written text and a film/cartoon version***  |