



English and Communication at Newfield

Skills Framework - Reading

The English Curriculum has four strands in line with the National Curriculum's programmes of study

Reading– word reading (including phonics)

Objectives come from Twinkl phonics

Reading– comprehension

Writing– transcription (mark making, handwriting and spelling)

Writing– composition (structure, purpose, vocabulary, grammar and punctuation)

In writing we also cover

Fine motor development and pencil control

Band A- pathfinders

Bridging between engagement model and pre key-stage standards- following on from Routes for Learning
Working within phonics level 1

Pupils listen and respond to everyday sounds around them through individual methods- turning, stilling, smiling, reaching.

To notice sounds in the immediate environment

To recognise that different objects make different sounds

To start to identify sounds from limited range

To start to name sounds using my chosen communication method

To begin to talk about environmental sounds using chosen communication method, describing and comparing them

Pupils will demonstrate joint attention- can look between 2 different presented stimuli (sounds)

Pupils will start to understand contextual clues – within social routines, transition times, using objects and props

Pupil changes behaviour in response to familiar sounds or words

Enjoys looking at books and other printed materials with familiar people- books, magazines, photographs

Shows an interest in photographs or pictures.

To watch/ listen as an adult reads

To watch and attend to familiar, repetitive phrases such as 'blow your house down'

To look at pictures with an adult/ to listen whilst adult talks about a picture

To have some interest in favourite books

To show pleasure in the sounds of words and rhymes

To watch as an adult points to pictures

Band B

Working within phonics level 1

To explore instrument sounds

To build awareness of how to use instruments to make sounds

To start to identify the sounds of familiar instruments or equipment, naming them using chosen communication method

To build awareness of how you act upon an instrument affects the sound it makes

To talk about instrumental sounds using my chosen communication method, describing and comparing them

To use instruments to recreate a sound from a given instruction e.g. tap the drum loudly, shake the tambourine quietly

To explore the sounds their bodies can make

To join in and copy actions of familiar songs

To join in and copy body percussion patterns and sequences

To build awareness of how I can change body percussion sounds

To create my own sequences of body percussions

Join in with longer sequences of body percussions

To describe body percussion using my chosen communication method

To follow instructions to recreate body percussion sounds e.g. stamp feet loudly, clap hands softly

To share a picture book with an adult

To begin to anticipate endings to common, repetitive rhymes e.g. 'fee, fi, fo...?' [fum]

To browse books their own way- not necessarily right way up/ left to right

To handle books appropriately

To recognise familiar symbols/ photos around the classroom

To match object to object

To match photo to object

To match photo to photo

To imitate an adult pointing to pictures

To look at pictures independently

Band C

Working within phonics level 1

To join in with songs and rhymes

To recognise familiar rhythms and rhymes

To recognise words that rhyme

To copy and keep a simple beat

To join in and copy breaking words into syllables with a beat

To play with rhyme. Make up my own rhyming words.

To complete sentences with my own rhymes using my chosen communication method

To break words down into syllables with a beat

To create my own beat

To explore initial sounds of words

To select objects with a given initial sound from a choice of two

To identify initial sounds of words

To match two objects with the same initial sound

To recognise/ play with alliteration

To ask to be read to

To attempt to find a specific book

To find a picture in an information book

To sit for a group story

To begin to join in with actions relating to familiar texts

To turn a book the right way up

To turn pages left to right

To turn pages to see what happens next (several pages at a time)

To turn pages 1 at a time when reading with an adult

To participate in sequencing of activities related to a text- order 2 pictures (with support)

To match symbol to symbol

To indicate by gesture when asked 'where is.... [the dog]?'

To imitate an adult pointing to words as they read

Begin to join in with common, repetitive rhymes/ phrases e.g. 'fee, fi, fo...?' [fum]

Band D

Working within phonics level 1

To explore different mouth movements and sounds

To copy different voice sounds and mouth movements

To recognise different voice sounds

To identify a variety of different voice sounds, including animal sounds

To describe and compare voice sounds using my chosen communication method

To identify the initial sounds of words

To build awareness that words can be broken into sounds

To choose the correct object when hearing the word broken into single sounds

To start to blend the sounds of longer words

To identify how many sounds are in a CVC or VC word

To blend a simple CVC and VC word after hearing it broken down into its individual sounds

To show where the beginning of a story is and the end

To participate in sequencing of activities related to a text- order 3 pictures (with support)

To move finger left to right when pointing to words in a story

To regularly anticipate events in familiar stories

To participate in simple role play activities based on a text

To recognise that words match some pictures e.g. pictures of wolf with word wolf underneath

To match initial letters (using preferred medium e.g. sensory letters, on screen, TEACCH task)

To point to words as an adult reads

To recognise own name from a choice of 2

To read own name with support (sight read)

To use reading during play e.g. labels in a tuff spot, signs in a play area of class

Handles books with care

Band E

Working within phonics level 2

To know Level 2 step 1 GPCs

s

To know Level 2 step 1 GPCs

s a

To know Level 2 step 1 GPCs

s a t

To know Level 2 step 1 GPCs

s a t p

To orally blend Level 2 step 1 GPCs

s a t p

To know Level 2 step 1- 2 GPCs

s a t p i n m d

To orally blend Level 2 step 1- 2 GPCs

s a t p i n m d

To blend for reading Level 2 step 1-2 letters

s a t p i n m d

To blend and read high frequency words 'is', 'it', 'in', 'at'

Finds letters from their name in a book

To answer simple 'who?' questions using chosen communication method when sharing a text

To answer simple 'what?' questions using chosen communication method when sharing a text

To answer simple 'doing?' questions using chosen communication method when sharing a text

Read own timetable- words/ symbols

Show an interest in alphabet books

To match words to words

Joins in with predictable/ repetitive phrases in a story

To show an understanding of the difference between words and pictures

To follow a two part visual instruction

To turn the pages (one at a time) to see what happens next when reading with an adult

To turn the pages of a book when 'reading' independently

Navigate around classroom using familiar signs and symbols e.g. toilet

To answer simple 'where?' questions using chosen communication method when sharing a text

To begin to join in an alphabet song

Band F

Working within phonics level 2

To know Level 2 step 1- 3 GPCs

s a t p i n m d g o c k

To orally blend Level 2 step 1- 3 GPCs

s a t p i n m d g o c k

To blend for reading Level 2 step 1-3 letters

s a t p i n m d g o c k

To blend and read high frequency word 'and'

To read captions containing 'and'

Identifies letters in their name

To participate in role play activities using their own ideas

To have an opinion on a text

Ask to read favoured book repeatedly

To answer simple questions about books using chosen communication method

To be able to find the front page of a book

To be able to find the back cover of a book

Identify their work by reading their name on work

To sit for several minutes looking at a book themselves

Begin to identify words they recognise within text

Navigate around school using familiar signs and symbols e.g. toilet

To predict a missing word during shared reading

To retell parts of a story, turning pages of a book to help- using chosen communication method

To follow a three part visual instruction

To begin to make predictions about a text- from a choice

To begin to draw/ paint a picture to illustrate a story

Band G

Working within phonics level 2

To know Level 2 step 1- 4 GPCs

s a t p i n m d g o c k c k e u r

To blend for reading Level 2 step 1- 4 GPCs

s a t p i n m d g o c k c k e u r

To know and read tricky words 'to', 'the'

To read captions containing 'the', 'to', 'and'

To know Level 2 step 1- 5 GPCs

s a t p i n m d g o c k c k e u r
h b f l

To blend for reading Level 2 step 1- 5 GPCs

s a t p i n m d g o c k c k e u r
h b f l

To know and read tricky words 'no', 'go', 'I'

To read captions containing 'no', 'go', 'I', 'the' and 'to'

To point to a character in a text when asked

To independently browse and choose fiction and non-fiction texts

To sequence 2 pictures from a familiar story

To identify the 'next page'

To turn the pages of a book in the right order

To comment on something they have found out on non-fiction

To use props e.g. a broom, within the narrative of a role play

Begin at the top of a page when 'reading'

To match initial sounds in familiar words e.g. with magnetic letters

To point out known words in the environment e.g. stop, toilet, look

To read words in own photo book or show recognition by body language/ vocalisations

To look at a page left to right when sharing a book with an adult

To make noises or match a symbol to a character e.g. "moo" to a cow

To attend to and follow a story as an adult reads to them

To draw/ paint a picture to illustrate a story

Band H

Working within phonics level 2

To know Level 2 step 1- 5 GPCs
s a t p i n m d g o c k c k e u r
h b f l ff ll ss 's' saying z

To blend for reading Level 2 step 1- 5
GPCs

s a t p i n m d g o c k c k e u r
h b f l ff ll ss 's' saying z

To read tricky words 'the', 'to', 'no', 'go'
and 'I'

To read captions containing 'no', 'go'.
'I', 'the', 'to'

To follow words down a page as they
'read' a list

To match short words

To attempt to read for purpose e.g. a
list

To identify a capital letter at the start of
a text

To make simple comments about a
particular part of a story by vocalising/
gesturing/ signing e.g. "boy in plane"

To respond to a question about the text,
using vocabulary found in text, with
some prompting

To respond appropriately to a range of
questions asked by a familiar adult.
Who? What? Where? When?

To offer relevant comments when
sharing a book with an adult

To name/ sign a character in a text
when asked

To recognise two familiar words when
they are seen (in any font/ colour/
position etc.)

To recognise logos e.g. Asda,
McDonalds

To browse non-fiction books, turning
the pages in turn

To sequence 3 pictures from a familiar
story

To follow a simple recipe with support

To sequence the story line after reading
a simple text that they have read a few
times.

To suggest an item they might need to
use in role play e.g. a bucket

Band I

Working within phonics level 3

To know Level 3 step 1- 6 GPCs

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x

To begin to join in with the the
alphabet song

To blend for reading Level 3 step 1- 6
GPCs

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x

To read sentences known phonemes

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x

To read sentences with tricky words
'no', 'go', 'I', 'the', 'to'

To know Level 3 step 1- 7 GPCs

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x y z z z q u c h

To begin to practise letter names

To blend for reading Level 3 step 1- 7
GPCs

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x y z z z q u c h

To read tricky words 'he' and 'she'

To express likes and dislikes about a
book

To sequence a story after reading a
simple text

To respond clearly to questions about
the text, independently using
vocabulary found in text

To read words seen in the environment
for example, Entrance, Class 3, Fire
Alarm, car park, toilet

To order letters of alphabet correctly
with alphabet strip if needed.

To point to first word in a phrase as
reading begins, such as 'Mike walking',
pointing at each word in turn.

To understand terms such as 'the
beginning', 'the end'

To use first, next, then in narrative of
reading story

To point or eye point to words/symbols
as an adult reads.

Band J

Working within phonics level 3

To know Level 3 GPCs, including new GPCs

sh th (unvoiced) th (voiced) ng

To know letter names

To blend for reading known GPCs, including new GPCs

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng

To read tricky words 'we', 'me' and 'be'

To read captions and sentences with known phonemes

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng

To know level 3 GPCs, including new GPCs

ai ee igh oa

To sing the alphabet song to practise letter names

To blend for reading known GPCs

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng ai ee
igh oa

To read tricky word 'was'

To practise reading two syllable words
e.g. laptop

To read captions and sentences with known phonemes

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng ai ee
igh oa

To show focus and follow the story as an adult or peer reads to them, offering a relevant comment

To make up own stories, songs, rhymes and poems.

To understand terms such as 'the title'.

To name and identify the main character in a fiction text.

To say what happens at the end of a story

To begin link events in texts to own experience

To take part in sustained role-play: dress up in range of character clothes and portray the part, play with others cooperatively

To sequence simple sentences relating to a familiar story e.g. first/ next/ finally

Band K

Working within phonics level 3

To know new level 3 GPCs

oo (short) oo (long) ar or

To blend for reading known GPCs, including new GPCs

oo (short) oo (long) ar or

To read tricky word 'my'

To read two syllable words e.g. rabbit

To read captions and sentences known GPCs, including new GPCs

oo (short) oo (long) ar or

To know new level 3 GPCs

ur ow oi ear

To blend for reading known GPCs, including new GPCs

ur ow oi ear

To read tricky word 'you'

To read captions and sentences known GPCs, including new GPCs

ur ow oi ear

To blend for reading known GPCs, including new GPCs

air ure er

To read tricky word 'they'

To read captions and sentences with known GPCs, including new GPCs

air ure er

To read tricky words 'here', 'all' and 'are'

To contribute to discussions in small groups on a text with support if needed

To follow a simple recipe independently

To notice if a mistake is made while a familiar story is read to them, for example, two pages turned in error, a name incorrectly read.

To begin to associate characters with a location, for example, Little Red Riding Hood in the Woods.

To comment about what happens at the end of a story, for example, 'It's sad'

To show clear understanding of how a book works e.g. can use the title and front cover to identify what the book is about

To actively participate in a dramatic reconstruction of a familiar story, remembering some words to say or some stage directions.

To show understanding that words are added to the right of a previous word e.g. to order cut up sentences from a familiar story, including a full stop.

Band L

Working within phonics level 4

To read CVCC words

To read tricky words 'said' and 'so'

To read sentences with CVCC words in them

To read CCVC words

To read tricky words 'have', 'like', 'come' and 'some'

To read sentences with CCVC words

To read words containing adjacent consonants including CVCC, CCVC and CCVCC words

To read tricky words 'were', 'there', 'little', and 'one'.

To read sentences containing words with adjacent consonants

To join in simple discussions about poems, fiction and non-fiction texts

To retell familiar key stories and fairy tales

To recognise and join in with predictable phrases

To begin discuss word meanings e.g. to contribute to a word map

To use things they already know to understand a new book

To explain, using their own communication method, their understanding on what has been read so far

To use inference to make a prediction based on a text e.g. 'what will happen when...?'

To explore different characters through role play

To engage in role play based on their own experiences

Band M

Working within phonics level 4

To read polysyllabic words including adjacent consonants e.g. treetop, flowers, shelter, windmill, toothbrush, lunchbox

To read tricky words 'do', 'when', 'out', and 'what'

To read sentences with polysyllabic words

To read words including three-letter adjacent consonants, CCCVC, CCCVCC, CVCCC, CCVCCC e.g. strut, spring, jumps, drinks

To read polysyllabic words containing three letter adjacent consonants e.g. sunscreen, splinter

To read sentences with three letter adjacent consonants, CCCVC, CCCVCC, CVCCC, CCVCCC, and polysyllabic words containing three letter adjacent consonants

To link events in a text to their own experience

To learn by rote known poems and rhymes

To discuss word meanings e.g. to contribute to a word map

To discuss word meanings- linking new meanings to those already known

To use vocabulary provided by the teacher to help understand books e.g. word mats

To discuss the significance of the title

To check a text makes sense as they read e.g. to

To predict what will happen next based on what has been read so far

To use inference to discuss character feelings

To use story language in role play e.g. once upon a time

Band N

Working within phonics level 5

To learn alternative graphemes for known phonemes: 'ay' saying /ai/, 'oy' saying /oi/, 'ie' saying /igh/, 'ea' saying /ee/

To read common exception words 'could', 'should', 'would', 'want', 'oh', 'their', Mr, Mrs'

To learn alternative graphemes for known phonemes: 'a_e' saying /ai/, 'i_e' saying /igh/, 'o_e' saying /oa/, 'u_e' saying (y) /oo/ and /oo/, 'e_e' saying /ee/, 'ou' saying /ow/

To read common exception words 'love', 'your', 'people', 'looked', 'called', 'asked', 'water', 'where', 'who', 'why'

To learn alternative graphemes for known phonemes: 'ch' saying /c/, ch saying /sh/, 'ir' saying /ur/, 'ue' saying (y) /oo/ and /oo/, 'ew' saying (y) /oo/ and /oo/, 'y' saying /ee/, 'aw'/'au' saying /or/

To read common exception words 'thought', 'through', 'work', 'house', 'many', 'laughed', 'because', 'different', 'any', 'eye', 'friend', 'also'

To retell familiar stories, considering key characteristics

To correct inaccurate reading when reading to an adult

To discuss the significant of events in a story

To make inferences to answer a 'why?' question based on a story

To use inference to answer a 'how?' question

To contribute own ideas during role play

To begin to understand story structures, e.g. how surprise is built in a story (see story mountain/ story mapping)

Band O

Working within phonics level 5

To learn alternative graphemes for known phonemes: 'ow'/'oe' saying /oa/, 'wh' saying /w/, 'c' saying /s/, 'g' saying /j/, 'ph' saying /f/, 'ea' saying /e/, 'ie' saying /ee/

To read common exception words 'once', 'please', 'live', 'coming', 'Monday', 'Tuesday', 'Wednesday', 'brother', 'more', 'before', 'January', 'February'

To read words with **-ed** suffix (root word unchanged)

To read words with **-s, -es** suffix

To read words with **-er** and **-est** (adjectives)

To read words containing 'tch' saying /ch/

To read words with **-ing** and **-er** (verbs)

To read words containing 'are'/'ear' saying /air/, 've' saying /v/, 'ore' saying /or/

To read words with **un-** prefix

To read common exception words 'April', 'July', 'scissors', 'castle', 'beautiful', 'treasure', 'door', 'floor', 'bought', 'favourite', 'autumn', 'gone', 'know', 'colour', 'other', 'does', 'talk', 'two'

To give an opinion on a poem and give a simple justification

To give an opinion on non-fiction and give a simple justification

To give an opinion on fiction texts and give a simple justification

To retell a range of stories from different genres e.g. adventure, horror, detective, fantasy, myths and legends, science fiction...

When reading non-fiction- to find and read captions and labels

To recognise simple literary language in stories and poetry- alliteration

To choose words in a sentence explain why they have chosen them

With support, finds specific information on a page of a non-fiction text

Band P

Working within phonics level 6

To read words containing 'y' saying /igh/, 'dge'/'ge' saying /j/, 'gn' saying /n/

To read words containing 'kn' saying /n/, 'wr' saying /r/

To read words with **-ed** and **-er** suffixes

To read words containing 'eer' saying /ear/

To read words containing 'ture'

To read words with suffixes **-est** and **-y**

To demonstrate an understanding of non-fiction texts they have read e.g. child can explain why polar bears are suited to living in a cold climate after reading 'Polar bears have thick fur to help keep them warm'

To demonstrate an understanding of fiction texts they have read

To refer to the book to retell the main parts of a story- without visual prompts

When reading non-fiction- to find and read headings and subheadings

When reading non-fiction- to find and use a contents page

To recognise simple literary language in stories and poetry- onomatopoeia

To clarify the meanings of words e.g. can make a sensible guess on what a new word means

To ask questions about books they have read

Explain how a text makes them feel

Asks a simple 'Who...?' question

Asks a simple 'What...?' question

Band Q

Working within phonics level 6

To read words containing 'mb' saying /m/, 'al' saying /or/ (e.g. all), 'o' saying /u/, 'ey' saying /ee/

To read words with the **-ing** and **-ed** suffixes

To read CVCC words with suffixes **-er**, **-est**, and **-y**

To read words with contraction spellings

To read words with 'war' saying /wor/, 'wor' saying /wur/

To read words with suffixes **-ment** and **-ness** added

To read words containing 's' saying /zh/

To read words containing 'wa' saying /wo/, 'qua' saying /quo/, 'tion' saying /shun/

To read words with the suffixes **-ful**, **-less**, and **-ly**

To read homophones and near homophones

To read words containing the prefix **dis-**

To use a dictionary to find definitions of words and make exciting word choices

When reading non-fiction- to find and use a glossary

When reading non-fiction- to find and use an index page

To recognise simple literary language in stories and poetry- metaphors

To recognise simple literary language in stories and poetry- similes

To recite poems learnt by heart

To recognise repetition of words in a text, even with the repetition is subtle e.g. 'Monday was a bad day, Wednesday was a worse day, Saturday was the worst day of all'

To find a word in a sentence that has the same meaning as a given word or phrase e.g. can find a word on the page than means the same as 'good' e.g. 'excellent'

With support, form a simple question they would like to ask a character in a story

With support, begin to use empathy to help them understand characters and their motivation

Asks a simple 'Where...?' question