## Reading Learning Journey-Comprehension/Language for effect Apply their growing knowledge of root words, prefixes and suffixes Identifying and discussing (morphology and etymology), both to themes and conventions in and read aloud and to understand the across a wide range of writing. meaning of new words that they meet. **YEAR** Identifying how language, structure and presentation contribute to identifyingand Participate in Identifying how language, discussing themes discussions about structure and presentation meaning. and conventions in books, building on their contribute to meaning. and across a wide own and others' ideas range of writing. and challenging views Participate in discussions cautiously about books, building on Identify how their own and others' language, structure ideas and challenging and presentation views courteously. contribute to meaning. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. To discuss their Discuss words and phrases that understanding and explain the meaning of words in capture the reader's interest and imagination context Retrieve and record information from nonfiction Use dictionaries to check the meaning of words that they have read Discussing and clarifying Retrieve and record the meanings of words, information from Participate in fiction and nonlinking new meanings to discussion about fiction. known vocabulary YEAR books, poems and other works that are read to them and those that they can read for themselves Recognising simple Checking that the recurring literary text makes sense language in stories and to them as they poetry Listening to and discussing a wide range of <del>rea</del>d and poems, stories and non-fiction at a level Answering Drawing on what they already correcting beyond that at which they can read and asking know or on background inaccurate independently **YEAR** questions information and vocabulary reading. provided by the teacher. Discussing their favourite Taking turns and listening to what others say. words and Discussing the sequence Being encouraged to link phrases. Explain and discuss their understanding of books, of events in books and what they read or hear poems and other materials, both those that they how items of information read to their own listen to and those that they read for themselves experiences 2 are related. Checking that the text makes Explain clearly their Recognising and joining sense to them as they read and understanding of in with predictable correcting inaccurate reading what is read to them. phrases **YEAR** Discussing the Drawing on what they Learning to appreciate Becoming very familiar with key stories, fairy Say a significance of already know, or on stories and traditional tales, retelling them and rhymes and poems and to sound for the title and background considering their particular characteristics. recite some by heart. each letter events information to in the understand vocabulary Read aloud simple sentences and books that are alphabet provided by the consistent with their phonic knowledge, including and at teacher common exception words. least 10 diagraphs. **EYFS** Read words Use and understand Anticipate-where consistent with their Demonstrate understanding of what has recently introduced appropriate-key events in phonic knowledge by been read to them by retelling stories and a story. vocabulary during sound-blending, narratives using their own words and discussions about stories, recently introduced vocabulary non fiction, rhymes, and

poems and during role