

Year R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding	To enjoy rhyming and rhythmic activities.	To enjoy rhyming and rhythmic activities.	To continue a rhyming string.	To continue a rhyming string.	I can use phonic knowledge to decode regular words and read them aloud accurately	I can use phonic knowledge to decode regular words and read them aloud accurately
	I can show an awareness of rhyme and alliteration	To show an awareness of rhyme and alliteration.	I can recognise rhythm in spoken words	I can segment the sounds in simple words and blend them together and know which letter represents some of them	I can read some common irregular words.	I can read some common irregular words.
	I can recognise rhythm in spoken words	I can hear initial sounds in words	I can segment the sounds in simple words and blend them together and know which letter represents some of them	I can link sounds to letters, naming and sounding the letters of the alphabet	I can read some simple sentences	I can read some simple sentences
	I recognise my own name	I can segment the sounds in simple words and blend them together and know which letter represents some of them	I can link sounds to letters, naming and sounding the letters of the alphabet	I can use phonic knowledge to decode regular words and read them aloud accurately		
Fluency	I show interest in illustrations and print in books and print in the environment.	I show interest in illustrations and print in books and print in the environment.	I can ascribe meanings to marks that I see in different places.	I can ascribe meanings to marks that I see in different places.	I can read and understand simple sentences.	I can read and understand simple sentences.
	I can recognise familiar words and signs such as own name and advertising logos.	I can recognise familiar words and signs such as own name and advertising logos.	I can begin to break the flow of speech into words.	I can begin to break the flow of speech into words.		
	I can look and handle books independently (holds books the correct way up and turns pages).	I can look and handle books independently (holds books the correct way up and turns pages).	I can begin to read words and simple sentence	To begin to read words and simple sentences		
Understanding	I know that print carries meaning and, in English, is read from left to right and top to bottom.	I know that print carries meaning and, in English, is read from left to right and top to bottom.	I know that print carries meaning and, in English, is read from left to right and top to bottom. I understand humour, e.g. nonsense rhymes, jokes.	I know that print carries meaning and, in English, is read from left to right and top to bottom. I understand humour, e.g. nonsense rhymes, jokes	I know that print carries meaning and, in English, is read from left to right and top to bottom. I understand humour, e.g. nonsense rhymes, jokes	I know that print carries meaning and, in English, is read from left to right and top to bottom. I understand humour, e.g. nonsense rhymes, jokes
				I can sequence simple stories	I can sequence simple stories I show understanding of how information can be found in non-fiction texts	I can sequence simple stories I show understanding of how information can be found in non-fiction texts
Inference and prediction	I can suggest how a story might end. I begin to understand 'why' and 'how' questions.	I can suggest how a story might end. I begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about my	I can suggest how a story might end. I begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about my	I can suggest how a story might end. I begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about my	I can suggest how a story might end. I begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about my	I can suggest how a story might end. I begin to understand 'why' and 'how' questions. I can answer 'how' and 'why' questions about my

		experiences and in response to stories or events	experiences and in response to stories or events	experiences and in response to stories or events	experiences and in response to stories or events	experiences and in response to stories or events
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