



	EYFS	YI	Y2	<b>Y</b> 3	Y4	<b>Y</b> 5	Y6			
Reading —Word reading										
Phonics and Decoding	Develop their phonological awareness, so that they can:	To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar wordsusing the GPCs that they have been taught.  To respond speedily, giving the correctsound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing - s, -es, -ing, -ed and -est endings.  To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is pluent.  To read accurately by blending the sounds in words that contain the graphemes taught so par, especially recognising alternative sounds por graphemes.  To accurately read most words op two or more syllables.  To read most words containing common suppixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-andauto-to begin to read aloud.**  To apply their growing knowledge of root words and suffixes/word endings, including-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.**	To read most words pluently and attempt to decode anyunfamiliar words with increasing speed andskill.  To apply their knowledge of root words, prefixes and suppixes/word endings to read aloud pluently.**	To read most words pluently and attempt to decode any unfamiliar words with increasing speedand skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, - able/-ably and -ible/ibly, to read aloud fluently.**	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.			
Common Exception Words	Read a sew common exception words matched to the school's phonic programme. To read some common irregular words.	To read YI common exception words, noting unusual correspondences between spelling and sound and wherethese occur in words.	To read most YI and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.**	To read all Y3/Y4 exception words*, discussing theunusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word			



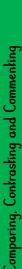


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	Understand the five key concepts about	To accurately read texts that are	To read aloud books (closely matched	At this stage, leaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word
	print:	consistent with their developing phonic	to their improving phonic knowledge),	reading should support the development of vocabulary.
	<ul> <li>print has meaning</li> </ul>	knowledge, that do not require them to	sounding out unfamiliar	
	<ul> <li>the names of different part of a book</li> </ul>	use other strategies to work out words.	words accurately, automatically and	
	• print can have different purposes	_	without undue hesitation.	
	• page sequencing	To reread texts to build up fluency		
	•we read English text from left to right	and confidence in word reading.	To reread these books to build up	
	and from top to bottom.	, ,	pluency and	
			confidence in word reading.	
	Blend sounds into words, so that they		, ,	
	can read shork words made up of letter-		To read words accurately and fluently	
	sound correspondences.		without overt sounding and blending,	
ੜ੍ਹ	'		e.g. at over 90 words per minute, in	
Fluency	Read simple phrases and sentences		age-appropriate texts.	
근	made up of words with known letter-		•	
	sound correspondences and, where			
	necessary, a few exception words.			
	Re-read books to build up their			
	confidence in word reading, their			
	fluency and their understanding and			
	enjoyment.			
	, ,			
	Read aloud simple sentences and books			
	that are consistent with their phonic			
	knowledge, including some common			
	exception words.			

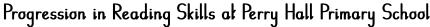




	EYFS	YI	Y2	<b>Y</b> 3	Y4	<b>Y</b> 5	Y6		
Reading — Comprehension									
Understanding and correcting inaccuracies	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so pat?"  Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.  Listen to and talk about stories to build familiarity and understanding.  Listen to and talk about selected non-piction to develop a deep familiarity with new knowledge and vocabulary.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced	To check that a text makessense to them as they read and to self- correct.	To showunderstanding by drawing on what they already know or on background information and vocabulary provided by the teacher.  To check that the text makes sense to them as they read and to correct inaccurate reading.						









b	Be able to express a point of view
	and debate when they disagree
	with an adult or a friend, using
	words as well as actions.
	words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently

To link what they have read or have read to them to their own experiences.

> To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To participate in discussion about books, poems and other works that are read to them

(at a level beyond at which they can read independently) and those that they can read for themselves explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, pairy stories and traditional

To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-piction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.

To identify themes and conventions in a wide range of books.

themes (e.g. triumph of good over peatures (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). summarise these.

To recommend texts to peers based on personal choice.

To read for a range of purposes.

To refer to authorial style, overall

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To identify main ideas drawn from more than one paragraph and to summarise these.

To recommend texts to peers based on personal choice.

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or hergism)

To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

To listen to quidance and peedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To draw out key information and to summarise the main ideas in a text

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To compare characters, settings and themes within a text and across more than one text.





Words in Context and Authorial Choice	Learn new vocabulary.  Use new vocabulary throughout the day.  Retell the story, once they have developed a deep pamiliarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in digrerent contexts.  Listen to and talk about selected non-piction to develop a deep pamiliarity with new knowledge and vocabulary.  Ogrer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-piction, rhymes and poems when appropriate.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	known.	meanings to known vocabulary. To discuss their pavourite words and phrases.	discussing their understanding and explaining the meaning of words in context.  To discuss authors' choice of words and phrases for effect.		rigurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	language and how it is used por egrect, using technical terminology such as metaphor, simile, analogy, imagery, style and egrect.
	Use and understand recently introduced vocabulary during discussions about stories, non-piction, rhymes and poems and during role play.						
d Prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so pat?" Offer explanations for why things might happen, making use of	To begin to make simple injerences. To predict what might happen on the basis of what has been read so	To make injerences on the basis of what is being said and done.  To predict what might happen on	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inperences from characters' peelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inperences from characters' peelings, thoughts and motives.  To make predictions based on	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
Inperence and Prediction	recently introduced vocabulary prom stories, non-piction, rhymes and poems when appropriate.  Anticipate (where appropriate) key events in stories.	g par.	the basis op what has been read so par in a text.	To justify predictions using evidence grom the text.	To justify predictions from details stated and implied.	detailsstated and implied, justipying them in detail with evidence prom the text.	To discuss how characters change and develop through texts by drawing inperences based on indirect clues.





	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	
	an object to represent something else even though they are not similar.			To begin to use appropriate intonation and volume when	To prepare and perform poems and play scripts with appropriate			
	Begin to develop complex stories using			reading aloud.	techniques (intonation, tone, volume			
	small world equipment like animal sets,			reasing areas.	and action) to show awareness of			
	dolls and dolls houses, etc.				the audience when reading aloud.			
	Remember and sing entire songs.							
	Sing the melodic shape (moving melody,							
	such as up and down and down and							İ
	up) of familiar songs.							İ
	Create their own songs, or improvise a							İ
ခွ	song around one they know.							
an	Engage in story times.							İ
Ě	Retell the story, once they have							İ
<u> </u>	developed a deep pamiliarity with the							İ
er	text; some as exact repetition and some							İ
J F	in their own words.							
Poekry and Perpormance								
ک	Learn rhymes, poems and songs.							
eh	Sing in a group or on their own,							
<u>ය</u>	increasingly matching the pitch and							
	pollowing the melody.							
	Develop storylines in their pretend play.							
	Demonstrate understanding of what has							1
	been read to them by retelling stories							l
	and narralives using their own words							1
	and recently introduced vocabulary.							
	Make use of props and materials when							
	role playing characters in narratives							1
	and stories.							l
	Invent, adapt and recount narratives							İ
	and stories with their peers and their							1
	teacher.							1
	Perporm songs, rhymes, poems and							İ
	stories with others, and (when							İ
	appropriate) try to move in time to							
	music.							1
	i l				•			





	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To recognise that non- fiction books are often structured in different ways.	To retrieve and record information from non- fiction texts.	To use all of the organisational devices available within a non- fiction text to retrieve, record	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction texts.	To retrieve, record and present information from non-fiction texts.
Non-fickion	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.			and discuss information.  To use dictionaries to check the meaning of words that they have read.		To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).