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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5  | Year 6  |
| **Decoding** | •apply phonic knowledge to decode words•speedily read all 40+ letters/groups for 40+ phonemes•read accurately by blending taught GPC•read common exception words•read common suffixes (-s, -es, -ing, -ed, etc.)•read multisyllable words containing taught GPCs•read contractions and understanding use of apostrophe•read aloud phonically-decodable texts | \*secure phonic decoding until reading is fluent\*read accurately by blending, including alternative soundsfor graphemes\*read multisyllable words containing these graphemes\*read common suffixes\*read exception words, noting unusual correspondences\*read most words quickly & accurately without overtsounding and blending | \*secure phonic decoding until reading is fluent\*read accurately by blending, including alternative soundsfor graphemes\*read multisyllable words containing these graphemes\*read common suffixes- dis mis in il im ir ly\*read exception words, noting unusual correspondences\*read most words quickly & accurately without overtsounding and blending |  \*secure phonic decoding until reading is fluent\*read accurately by blending, including alternative soundsfor graphemes\*read multisyllable words containing these graphemes\*read common suffixes re sub inter super anti auto ation\*read exception words actually noting unusual correspondences\*read most words quickly & accurately without overtsounding and blending | \*apply their growing knowledge of root words, prefixesand suffixes (morphology and etymology), both to readaloud and to understand the meaning of new words thatthey meet especially those that relate to Year 5 spellings  | \*apply their growing knowledge of root words, prefixesand suffixes (morphology and etymology), both to readaloud and to understand the meaning of new words thatthey meet especially those that relate to Year 6 spellings |
| **Range of****Reading** | •listening to and discussing a wide range of poems, storiesand non-fiction at a level beyond that at which they canread independently•being encouraged to link what they read or hear read totheir own experiences | \*listening to, discussing and expressing views about awide range of contemporary and classic poetry, storiesand non-fiction at a level beyond that at which they canread independently | \*listening to and discussing a wide range of fiction, poetry,plays, non-fiction \*reading books that are structured in different ways andreading for a range of purposes | \*listening to and discussing a wide range of fiction, poetry,plays, non-fiction and reference books or textbooks\*reading books that are structured in different ways andreading for a range of purposes | \*continuing to read and discuss an increasingly widerange of fiction, poetry, plays, non-fiction and referencebooks or textbooks \*making comparisons within books | \*continuing to read and discuss an increasingly widerange of fiction, poetry, plays, non-fiction and referencebooks or textbooks\*reading books that are structured in different ways andreading for a range of purposes\*making comparisons within and across books |
| **Familiarity with****texts** | \*becoming very familiar with key stories, fairy stories andtraditional tales, retelling them and considering theirparticular characteristics\*recognising and joining in with predictable phrases | becoming increasingly familiar with and retelling a widerrange of stories, fairy stories and traditional tales\*recognising simple recurring literary language in storiesand poetry | \*increasing their familiarity with a wide range of books,including fairy stories, myths and legends, and retellingsome of these orally\*identifying themes and conventions in a wide range ofbooks | \*increasing their familiarity with a wide range of books,including fairy stories, myths and legends, and retellingsome of these orally\*identifying themes and conventions in a wide range ofbooks | \*increasing their familiarity with a wide range of books,including myths, legends and traditional stories, modernfiction, fiction from our literary heritage, and books fromother cultures and traditions\*identifying and discussing themes and conventions inand across a wide range of writing | \*increasing their familiarity with a wide range of books,including myths, legends and traditional stories, modernfiction, fiction from our literary heritage, and books fromother cultures and traditions\*identifying and discussing themes and conventions inand across a wide range of writing |
| **Poetry &****Performance** | \*learning to appreciate rhymes and poems, and to recitesome by heart | \*continuing to build up a repertoire of poems learnt byheart, appreciating these and reciting some, withappropriate intonation to make the meaning clear | \*preparing poems and play scripts to read aloud and toperform, showing understanding through intonation,tone, volume and action | \*preparing poems and play scripts to read aloud and toperform, showing understanding through intonation,tone, volume and action\*recognising some different forms of poetry | preparing poems and plays to read aloud and to perform,showing understanding through intonation, tone andvolume so that the meaning is clear to an audience | Reading and understanding what they read by learning a wider range of poetry by heart |
| **Word meanings** | \*discussing word meanings, linking new meanings tothose already known | \*discussing and clarifying the meanings of words, linkingnew meanings to known vocabulary\*discussing their favourite words and phrases |  | using dictionaries to check the meaning of words thatthey have read |  |  |
| **Understanding** | drawing on what they already know or on backgroundinformation and vocabulary provided by the teacher\*checking that the text makes sense to them as they readand correcting inaccurate reading | \*discussing the sequence of events in books and howitems of information are related\*drawing on what they already know or on backgroundinformation and vocabulary provided by the teacher\*checking that the text makes sense to them as they readand correcting inaccurate reading | \*checking that the text makes sense to them, discussingtheir understanding and explaining the meaning of wordsin context\*asking questions to improve their understanding of atext\*identifying main ideas drawn from more than oneparagraph and summarising these | \*checking that the text makes sense to them, discussingtheir understanding and explaining the meaning of wordsin context\*asking questions to improve their understanding of atext\*identifying main ideas drawn from more than oneparagraph and summarising these | \* checking that the book makes sense to them, discussingtheir understanding and exploring the meaning of wordsin context\*asking questions to improve their understanding | \* checking that the book makes sense to them, discussingtheir understanding and exploring the meaning of wordsin context\*asking questions to improve their understanding\*summarising the main ideas drawn from more than oneparagraph, identifying key details to support the mainidea |
| **Inference** | \*discussing the significance of the title and events\*making inferences on the basis of what is being said anddone | \*making inferences on the basis of what is being said anddone\*answering and asking questions | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence | \*drawing inferences such as inferring characters’ feelings,thoughts and motives from their actions, and justifyinginferences with evidence |  |
| **Prediction** | \*predicting what might happen on the basis of what hasbeen read so far | \*predicting what might happen on the basis of what hasbeen read so far | \*predicting what might happen from details stated andimplied | \*predicting what might happen from details stated andimplied | \*predicting what might happen from details stated andimplied |  |
| **Authorial****Intent** |  |  | \*discussing words and phrases that capture the reader’sinterest and imagination\*identifying how language, structure, and presentationcontribute to meaning | \*discussing words and phrases that capture the reader’sinterest and imagination\*identifying how language, structure, and presentationcontribute to meaning | \*discuss and evaluate how authors use language,including figurative language, considering the impact onthe reader | \*identifying how language, structure and presentationcontribute to meaning \*discuss and evaluate how authors use language,including figurative language, considering the impact onthe reader |
| **Non-fiction** |  | being introduced to non-fiction books that arestructured in different ways | \*retrieve and record information from non-fiction | \*retrieve and record information from non-fiction from a range of texts | \*distinguish between statements of fact and opinion\*retrieve, record and present information from nonfiction |  |
| **Discussing****reading** | participate in discussion about what is read to them,taking turns and listening to what others say\*explain clearly their understanding of what is read tothem | \*participate in discussion about books, poems & otherworks that are read to them & those that they can readfor themselves, taking turns and listening to what otherssay\*explain and discuss their understanding of books, poemsand other material, both those that they listen to andthose that they read for themselve | \*participate in discussion about both books that are readto them and those they can read for themselves, takingturns and listening to what others say | \*participate in discussion about both books that are readto them and those they can read for themselves, takingturns and listening to what others say | recommending books that they have read to their peers,giving reasons for their choices\*participate in discussions about books, building on theirown and others’ ideas and challenging views courteously | Recommending books that they have read to their peers,giving reasons for their choices\*participate in discussions about books, building on theirown and others’ ideas and challenging views courteously\*explain and discuss their understanding of what theyhave read, including through formal presentations anddebates, \*provide reasoned justifications for their views |