

Reading



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Apply phonic knowledge to decode words.	Apply phonic knowledge and skills consistently to decode quickly and accurately.	Read with fluency a range of age-appropriate text types from those specified for Yrs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.	Read with fluency a range of age-appropriate text types from those specified for Yrs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.	Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Decode alternative sounds for graphemes.	Read most common exception words by sight, (including all those in the Yr 2 spelling appendix) noting unusual correspondence between spelling and sound.	Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
	Read accurately by blending sounds in unfamiliar words containing GPCs taught.	Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
	Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	
	Read words with the endings -s, -es, -ing, -ed and -est.	Read most words without overtly segmenting and blending, once they are familiar.	Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.		
	Read some phonically-decodable books, closely matched to phonic knowledge.	Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.				
	Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.					
	Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.					
Read words of more than one syllable which contain GPCs known.						
Comprehension	Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.	Fully engage with reading and take pleasure from books and texts.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.	Read and enjoy a growing repertoire of texts, both fiction and non-fiction.	
	Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.	Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.	Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two Yr cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.	Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two Yr cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.	Be familiar with some of the text types specified in the Yr 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.	Show familiarity with different text types specified in the Yr 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
	Link what they read to their own experiences.	Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.	Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.	Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.	Recommend books they have read to their peers, giving reasons.	Recommend books to others, giving reasons for their choices; state preferences.
	Recognise and join in with predictable phrases in poems and stories.	Show understanding of texts read independently; self-correct.	Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented.	Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.	Discuss and comment on themes and conventions in a variety of genres.	Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
	Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.	Know and retell a wide range of stories, fairy stories and traditional tales.	Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.	Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.	Read and recite age-appropriate poetry which has been learned by heart.	Demonstrate that they have learned a wide range of poetry by heart.
	Explain clearly their understanding of what is read to them.	Recite a repertoire of poems learnt by heart, using appropriate intonation.	Predict what might happen from details stated and implied.	Predict what might credibly happen from details stated and implied.	Discuss their understanding of the meaning of words in context, finding other words which are similar.	Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
	Participate in discussion about what is read to them, taking turns and listening to others.	Recognise simple recurring literary language in stories and poetry.	Explain the meaning of words in context; use dictionaries to check meanings.	Explain the meaning of words in context; use dictionaries to check meanings.	Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its	Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the
	Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.	Discuss and clarify the meaning of new words; discuss favourite words and phrases.	Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.	Check the text makes sense, reading to the punctuation and habitually re-reading.	Readily ask questions to enhance understanding.	During discussion, ask pertinent questions to enhance understanding.

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	Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.	Discuss and express views about a range of non-fiction texts which are structured in different ways.	Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.	Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.	Make comparisons within and across texts e.g. compare two ghost stories.	Make accurate and appropriate comparisons within and across different texts.
	Talk about the significance of the title and events.	Make inferences on the basis of what is said and done; predict according to what has been read so far.	During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.	Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.	Distinguish fact from opinion with some success.	Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
	Check that texts make sense when reading; self-correct and re-read inaccurate reading.	Discuss the sequence of events in books, and how items of information are related.	Discuss words and phrases that capture the reader's interest and imagination.	Retrieve and record information from non-fiction texts.	Retrieve, record and present information from non-fiction texts.	Distinguish between fact and opinion.
Retrieve and record information from non-fiction texts.			Discuss words and phrases that capture the reader's interest and imagination.	Summarise main ideas from more than one paragraph, identifying key details which support these.	Identify key details which support main ideas; summarise content drawn from more than one paragraph.	
Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.			During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.	Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.	Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.	
Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.			Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.	Explain what they know or have read, including through formal presentation and debates, using notes where necessary.	Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.	
Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.			Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.	Retrieve, record and present information from non-fiction texts.		
				Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.	Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.	