



Word Reading	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Phase 2, Phase 3 and Phase 4, decode words using phonic skills and knowledge.</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to our phonics programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><b>Word Reading ELG</b>  <b>Say a sound for each letter in the alphabet and at least 10 digraphs</b>  <b>Read words consistent with their phonic</b></p>	<p>Up to phase 5, decode words using phonic knowledge and skills</p> <p>Respond speedily to graphemes for all 40+ phonemes with correct sound or sounds (and e, es, ing, ed and er suffixes)</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter</p>	<p>Decode words with two or more syllables</p> <p>In books up to White (phase 6), read frequently encountered words quickly and accurately</p> <p>In books up to White (phase 6), continue to apply phonic knowledge until automatic decoding is embedded</p>	<p>In age appropriate texts:</p> <p>Read aloud and understand the meaning of new words (through knowledge of etymology - study of origin of words- and morphology - structure of words including root words, prefixes and suffixes)</p>	<p>In age appropriate texts:</p> <p>Read aloud and understand the meaning of new words (through knowledge of etymology - study of origin of words- and morphology - structure of words including root words, prefixes and suffixes)</p>	<p>In age appropriate texts:</p> <p>Read aloud and understand the meaning of new words they meet (through knowledge of etymology - study of origin of words- and morphology - structure of words including root words, prefixes and suffixes)</p>	<p>In age appropriate texts:</p> <p>Read aloud and understand the meaning of new words they meet (through knowledge of etymology - study of origin of words- and morphology - structure of words including root words, prefixes and suffixes)</p>

	<p><b>knowledge by sound blending</b>  <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b></p>						
Common Exception Words	<p>Phase 2, Phase 3 and Phase 4 tricky words  They read some common exception words. (Word Reading ELG )</p>	Read Y1 CEW	Read further CEW - Y2	Read further exception words - Y3/4 list	Read further exception words - Y3/4 list	Read further exception words - Y5/6 list	Read further exception words - Y5/6 list
Fluency	<p>Read aloud simple sentences (Word Reading ELG)</p>	<p>Read aloud accurately with books that match their phonic knowledge (phase 5)</p>	<p>Read aloud books closely matched to improving phonic knowledge (phase 6)  Re-read books to build up fluency</p>	<p>At this stage, echo reading will explicitly teach how to read with appropriate fluency using age appropriate texts. Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

Comprehension	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading	Engage in non fiction books, stories, traditional tales and key texts from key authors	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listen to and discuss texts at a level beyond that at which they can read independently (beyond phase 5)	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Discuss and express views about what is read to them (beyond phase 6)	Develop positive attitudes to reading and understanding of what they read by: Read and listen to books for a range of purposes including fiction, poetry, plays, non-fiction and reference books.	Develop positive attitudes to reading and understanding of what they read by: Read and listen to books for a range of purposes including more challenging fiction, poetry, plays, non-fiction and reference books.	Maintain positive attitudes to reading and understanding of what they read by: Read and discuss an increasingly wide range of texts for a range of purposes and can identify some genres (myths, legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures)  Make comparisons within and across books	Maintain positive attitudes to reading and understanding of what they read by: Continue to read and discuss an increasingly wide range of challenging texts for a range of purposes and can identify some genres (myths, legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures)  Make comparisons within and across books
Familiarity of texts	Engage in story times Listen to and talk about stories to build familiarity and understanding Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L)	Retell familiar stories and consider their particular characteristics including, but not limited to Talk for Writing texts, fairy and traditional tales.  Recognise and join in with predictable phrases	Retell stories (wider range of stories, including, but not limited to Talk for Writing texts, fairy and traditional tales.  Recognise simple recurring literary language in stories and poetry	Retell some stories orally, including, but not limited to Talk for Writing texts, myths and legends  Identify and discuss themes (what the overall text is about) and conventions (organisation and layout of text; paragraphs, numbering, headings) in a wide range of writing	Retell some stories orally including, but not limited to Talk for Writing texts, myths and legends  Identify and discuss themes (what the overall text is about) and conventions (organisation and layout of text; recap Y3 in more challenging texts) in a wide range of writing	Identify and discuss themes (what the overall text is about) and conventions (organisation and layout of text; 1 <sup>st</sup> or 3 <sup>rd</sup> person narratives) in a wide range of writing including	Identify and discuss themes (what the overall text is about) and conventions (organisation and layout of text; 1 <sup>st</sup> or 3 <sup>rd</sup> person narratives) in a wide range of writing
Poetry and Performance	Learn rhymes, poems and songs (C&L)	Appreciate rhymes and poems by through active performance and expressing simple views. Recite some by heart including, but not	Recite learnt poems with appropriate intonation to make the meaning clear, including, but not limited to T4W	Read poems and play scripts aloud; demonstrating understanding through appropriate intonation and volume.	Read poems and play scripts of increasing challenge aloud; demonstrating understanding through	Read poems (and plays) aloud and perform; communicating clear meaning to an audience through intonation, tone, volume and drama	Read poems (and plays) aloud and perform; communicating clear meaning to an audience through intonation, tone, volume and drama

		limited to T4W poems and assembly recitals	poems and assembly recitals	Recognise some different forms of poetry, including free verse, narrative)	appropriate tone and action.  Recognise some different forms of poetry (eg free verse, narrative)		
Word meanings	Learn new vocabulary. Use new vocabulary through the day (C&L)	Discuss word meaning, linking new meanings to those already known	Discuss and clarify the meanings of words	Begin to use dictionaries to check the meaning of words they have read, rather than depending on an adult.	With independence, use dictionaries to check the meaning of words they have read		
Understanding	Ask questions to find out more and to check they understand what has been said to them (C&L)  Listen to and talk about stories to build familiarity and understanding (C&L)	In age appropriate texts: Understand books, being read or listened to, using a range of strategies, including but not limited to existing background knowledge and vocabulary shared by the teacher and AW skills (visualisation, prediction, inference, background knowledge)  Check the text makes sense as they read and correct inaccurate reading - spot the meaning breakdown	In age appropriate texts: Understand books, being read or listened to, using a range of strategies, including all AW skills - think aloud skills Check the text makes sense as they read and correct inaccurate reading - spot the meaning breakdown  Discuss the sequence of events in books and how items of information are related	In age appropriate texts: Understand what they read, in books they can read independently, by: Understanding texts using a range of strategies (asking questions, check it makes sense and all AW skills)  Retrieve and summarise information from fiction and non-fiction texts (from more than one paragraph)	In age appropriate texts: Understand what they read, in books they can read independently, by: Understanding texts using a range of strategies (asking questions, check it makes sense and all AW skills)  Retrieve and summarise information from fiction and non-fiction texts (from more than one paragraph)	In age appropriate texts: Understand what they read by: Using a range of strategies to understand the books they read (makes sense, explore new words and all AW skills)  Retrieve and summarise information through fiction and non-fiction texts, identifying key details. Children can usually identify questions to be answered through their non-fiction reading and can demonstrate different ways of presenting information in ways that are clear.	In age appropriate texts: Understand what they read by: Using a range of strategies to understand the books they read (makes sense, explore new words and all AW skills)  Retrieve and summarise information through fiction and non-fiction texts, identifying key details. Children can usually identify questions to be answered using the features of non-fiction texts. Findings are recorded in a variety of ways that are coherent.

Inference		Using books listened to, make simple inferences about character's feelings or actions  Discuss the significance of the title and events, in books being read or listened to	Using books listened to and some independent reading, make and explain inferences about character's feelings or actions using examples from the text.	From independent reading, begin to make increasingly accurate inferences and justify with simple explanations from the text.	From independent reading, make increasingly accurate inferences and justify with developed explanations from the text.	From increasingly challenging books in their independent reading: Draw inferences and justify with quoted evidence and developed explanations from the text.	From increasingly challenging books in their independent reading: Draw inferences and routinely justify with quoted evidence and developed explanations from the text.
Prediction		Predict what might happen based on what has been read so far	Predict what might happen based on what has been read so far and is linked closely to the characters and plot	Predict what might happen next from details stated and implied. Begin to identify clues from the author and make links with other texts read.	Predict what might happen next from details stated and implied. Identify clues from the author and make links with other texts read.	From increasingly challenging books: Predict what might happen from details stated and implied. Experiences of similar texts used and using clues within the text regularly.	From increasingly challenging books: Developed predictions that explain what might happen from details stated and implied. Experiences of similar texts used and using clues within the text routinely.
Authorial Intent			From books read to them or their own reading: Discuss their favourite words and phrases and explain why they like it with reference to the effect the word has.	From independent reading: Discuss words and phrases that inspire or intrigues and captures the reader's interest and imagination. Children to explain the why it intrigues or inspires them.  Identify how language, structure and presentation contribute to meaning. Children can recognise the layout of different text types and see how this aids their understanding.	From independent reading: Discuss words and phrases that inspire or intrigues and captures the reader's interest and imagination. Children to explain the effect the word/phrase has.  Identify how language, structure and presentation contribute to meaning. Children begin to recognise formal and informal register of texts. These skills are used across the curriculum.	From increasingly challenging books that have been read independently: Discuss and evaluate how authors use language (including figurative language) Children identify these phrases and begin to explain its impact on the reader.  Identify how language, structure and presentation contribute to meaning. Children use these clues to identify the non-fiction text type. These skills are used across the curriculum.	From increasingly challenging books: Discuss and evaluate how authors use language (including figurative language) Children identify these phrases and usually explain its impact on the reader.  Identify how language, structure and presentation contribute to meaning. Children use these clues to identify a range of poem types. Non-fiction text types are identified across the curriculum.

Non-fiction	Engage in non fiction books (C&L)		(see Understanding)	(see Understanding)	(see Understanding)	(see Understanding) Distinguish between fact and opinion by noticing that facts are backed up by evidence.	(see Understanding) Distinguish between fact and opinion. Children question what they have read to find evidence to establish if a statement is fact or opinion.
Discussing reading	Ask questions to find out more and to check they understand what has been said to them (C&L)	Discuss their understanding of what is read to them by expressing simple opinions about events and characters and explaining what has happened so far.	Discuss their understanding of what is read to them and read themselves. Children can discuss events and characters with simple reasons to justify.	Discuss books that are read to them and those they can read for themselves. Children can respectfully share their opinions and understanding in groups and in whole class discussions. Children will build on each other's ideas and challenge each other respectfully.	Discuss books that are read to them and those they can read for themselves. Children can respectfully share their opinions and understanding in groups and in whole class discussions. Children will take on a range of specific roles in discussion. These can be note taker, chair or motivator.	From increasingly challenging books: Discuss books; explain their understanding and justify their views and challenge others in respectful class discussions (including formal presentations and debates)  Recommend books that they have read; giving reasons	From increasingly challenging books: Discuss books; explain their understanding and justify their views. In respectful class discussions, children can respond to conflicting opinions. (including formal presentations and debates)  Recommend books that they have read; giving reasons
Year Group Vocabulary List	letter, capital letter word, sentence full stop, question mark, exclamation mark  grapheme, phoneme, digraph, trigraph, syllable,	singular, plural, root word punctuation,  contraction, fluency, phrases, inference, infer, prediction  noun, prefix, suffix, narrative, dictate, conjunction, pronoun	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) (possessive) apostrophe, comma  contemporary, classic, recurring, intonation,  homophone, editing, subordination, co-ordination, proof-read, synonym	preposition, conjunction word family clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas paragraph  reference books, myths, legends, themes, conventions, tone, summarising, justify  evaluate, present perfect verb, dictionary	determiner pronoun, possessive pronoun adverbial/fronted adverbial  narrative poetry	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity  Reading figurative language,  cohesion thesaurus, enhance	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points  organisational and presentational devices

Enrichment	<p>Summer term Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Stories @ 6 Forest School Book Club Author Visit</p>	<p>Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Stories @ 6 Forest School Book Club Author Visit</p>	<p>Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Stories @ 6 Forest School Book Club Author Visit</p>	<p>Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Grandparents' Reading Picnic Forest School Book Club Author Visit</p>	<p>Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Grandparents' Reading Picnic Forest School Book Club Author Visit</p>	<p>Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Grandparents' Reading Picnic Forest School Book Club Author Visit</p>	<p>Home Reading Challenge competition Termly class author Blind Date Big Book Swap Book Fair World Book Day Vocabulary Parade National Share a Book Month - May Grandparents' Reading Picnic Reading Gladiators Book Club Forest School Book Club Author Visit</p>
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