**Reading: Decoding**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| apply phonic knowledge to decode words | secure phonic decoding until reading is fluent | apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet | apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet | apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet | apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |
| speedily read all 40+ letters/groups for 40+ phonemes | read accurately by blending, including alternative sounds for graphemes | read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |  |  |
| read accurately by blending taught CVC | read multi-syllable words containing these graphemes |  |  |  |  |
| read common exception words | read common suffixes |  |  |  |  |
| read common suffixes (-s, -es, -ing, -ed, etc.) | read exception words, noting unusual correspondences |  |  |  |  |
| read multi-syllable words containing taught CVCs | read most words quickly & accurately without overt sounding and blending |  |  |  |  |
| read contractions and understanding use of apostrophe |  |  |  |  |  |
| read aloud phonically-decodable texts |  |  |  |  |  |

**Reading: Understanding**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| draw on what they already know or on background information and vocabulary provided by the teacher | discussing the sequence of events in books and how items of information are related | check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context |
| check that the text makes sense to them as they read and correct inaccurate reading | draw on what they already know or on background information and vocabulary provided by the teacher | ask questions to improve their understanding of a text | asking questions to improve their understanding of a text | ask questions to improve their understanding | ask questions to improve their understanding |
| discuss word meanings, linking new meanings to those already known | checking that the text makes sense to them as they read and correcting inaccurate reading | identify main ideas drawn from more than one paragraph and summarise these | identify main ideas drawn from more than one paragraph and summarise these | summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
|  | discuss and clarify the meanings of words, linking new meanings to known vocabulary | use dictionaries to check the meaning of words that they have read | use dictionaries to check the meaning of words that they have read |  |  |

**Reading: Familiarity with Texts**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
| recognise and join in with predictable phrases | recognise simple recurring literary language in stories and poetry | identify themes and conventions in a wide range of books | identify themes and conventions in a wide range of books | identify and discussing themes and conventions in and across a wide range of writing | identify and discussing themes and conventions in and across a wide range of writing |
| listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook |
| be encouraged to link what they read or hear read to their own experiences | continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | read books that are structured in different ways and reading for a range of purposes | read books that are structured in different ways and reading for a range of purposes | read books that are structured in different ways and reading for a range of purposes | read books that are structured in different ways and reading for a range of purposes |
| learn to appreciate rhymes and poems, and to recite some by heart | be introduced to non-fiction books that are structured in different ways | prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | make comparisons within and across books | make comparisons within and across books |
|  |  | retrieve and record information from non-fiction texts | retrieve and record information from non-fiction texts | learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
|  |  |  |  | distinguish between statements of fact and opinion | distinguish between statements of fact and opinion |
|  |  |  |  | retrieve, record and present information from non- fiction texts | retrieve, record and present information from non- fiction texts |

**Reading: Inference & Prediction**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| discuss the significance of the title and events | make inferences on the basis of what is being said and done | draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence | draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence | draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence | draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence |
| make inferences on the basis of what is being said and done | answer and ask questions | predict what might happen from details stated (and implied) | predict what might happen from details stated (and implied) | predict what might happen from details stated and implied | predict what might happen from details stated and implied |
| predict what might happen on the basis of what has been read so far | predict what might happen on the basis of what has been read so far |  |  |  |  |

**Reading: Discussion**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| participate in discussion about what is read to them, taking turns and listening to what others say | participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say | discuss words and phrases that capture the reader’s interest and imagination | discuss words and phrases that capture the reader’s interest and imagination | identify how language, structure and presentation contribute to meaning | identify how language, structure and presentation contribute to meaning |
| explain clearly their understanding of what is read to them | explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | identify how language, structure, and presentation contribute to meaning | identify how language, structure, and presentation contribute to meaning | discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
|  | discuss their favourite words and phrases | participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | recommend books that they have read to their peers, giving reasons for their choices | recommend books that they have read to their peers, giving reasons for their choices |
|  |  |  |  | participate in discussions about books, building on their own and others’ ideas and challenging views courteously | participate in discussions about books, building on their own and others’ ideas and challenging views courteously |
|  |  |  |  | explain and discuss their understanding of what they have read, including through formal presentations and debates, | explain and discuss their understanding of what they have read, including through formal presentations and debates, |
|  |  |  |  | provide reasoned justifications for their views | provide reasoned justifications for their views |