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|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics and Decoding**  Appendix 2 | Shows an awareness of rhyme and alliteration.  Links sounds to letters, naming and sounding letters of the alphabet.  Say a sound for each letter in the alphabet and at least 10 digraphs. | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPC’s that they have been taught.  To give the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPC’s. 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 until automatic decoding has become embedded and reading is fluent.  To read accurately by blending sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables. To read most words containing common suffixes. | 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- and auto to begin to read aloud.\*  To apply their growing knowledge of root words and suffixes/word endings including –ation, -ly, -sure, -sion, -tion, -ssion and –cian to begin to read aloud. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.    To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and 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 | 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. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Common Exception Words** | To read some irregular words. | To read Year 1 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word. | To read all Y1 and most of Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word. | To begin to read Y3 and Y4 common exception words\*., discussing unusual correspondences between spelling and where these occur in the word. | To read all Y3/Y4 common exception words\*, discussing the unusual correspondences between spelling and where these occur in the word. | To read most Y5/Y6 exception words\*, discussing the unusual correspondences between spelling and where these occur in the word. | To read all Y5 and Y6 exception words\*, discussing the unusual correspondences between spelling and where these occur in the word. |
| **Fluency** | To recognise familiar words and signs such as own name and advertising logos.  To ascribe meanings to marks that they see in different places.  To begin to read words and simple sentences.  To read and understand simple sentences. | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately and automatically.  To reread these books to build up fluency and confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts. | At this stage, 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 | | | |
| To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age related reading books. | To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age related reading books. | To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age related reading books. | To read with appropriate phrasing, expression, pace and smoothness when accessing increasingly challenging age related reading books. |
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|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Reading for Pleasure** | Listen to stories read to them.  Develop a life-long love of learning. | Participate actively in listening and sharing a wide range of books.  Choose to read. | Read independently, demonstrating increasing stamina.  Show developing preferences through book choice. | Read for a range of purposes independently.  Choose appropriate texts with support.  Demonstrate engagement with reading:   * reading for sustained periods of time * complete books * engaging actively in book discussion * respond to reading in a written form. | Read for a range of purposes independently.  Choose appropriate texts with support.  Demonstrate engagement with reading:  reading for sustained periods of time   * complete books * engaging actively in book discussion * respond to reading in a written form. | Read a broader range of texts including those from literary heritage and more challenging texts.  Recommend books they have read to their peers, giving reasons for their choices.  Demonstrate continuing engagement with reading:   * reading for sustained periods of time. | Read a broader range of texts including those from literary heritage and more challenging texts.  Recommend books they have read to their peers, giving reasons for their choices.  Demonstrate continuing engagement with reading:   * reading for sustained periods of time. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Clarifying** | To know that print carries meaning and, in English, is read from left to right and top to bottom.  To understand humour, e.g. nonsense rhymes, jokes.  Understand what has been read to them by retelling stories using their own words. | To check that a text makes sense to them as they read and to self-correct.  Discuss word meanings, making links to known vocabulary. | To check that the text makes sense to them as they read and to correct inaccurate reading.  Discuss and clarify the meaning of words to understand texts further. | To check that the text makes sense to them as they read and to correct inaccurate reading.  Use dictionaries to check meanings of words they have read. | To check that the text makes sense to them as they read and to correct inaccurate reading.  Use dictionaries to check meanings of words they have read. | To check that the text makes sense to them as they read and to correct inaccurate reading.  Give the meanings of words in context.  Distinguish between fact and fiction.  Clarify concepts and ideas at sentence, paragraph and whole text level. | To check that the text makes sense to them as they read and to correct inaccurate reading.  Give the meanings of words in context.  Distinguish between fact and fiction.  Clarify concepts and ideas at sentence, paragraph and whole text level. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Questioning** | Make comments and ask questions about what they have heard | Raise simple questions about texts they read and that are read to them. | Ask and answer questions about a variety of texts. | Ask and answer questions to improve an understanding of a text. | Ask and answer questions to improve an understanding of a text. | Ask and answer questions to improve understanding of themes and authorial intent. | Ask and answer questions to improve understanding of themes and authorial intent. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Comparing,**  **Contrasting and**  **Commenting**  **(Themes and Conventions)** | To listen to stories with increasing attention and recall, anticipating key events and phrases in rhymes and stories.  To describe main story settings, events and principal characters.  To enjoy an increasing range of books and follow a story without pictures or props.  To demonstrate understanding when talking with others about what they have read. | 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 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 which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  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-fiction and reference books or textbooks.  ;To use appropriate terminology when discussing texts (plot, character, setting)  To begin to make connections between texts.  Begin to identify common themes in texts. | To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). | 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 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.  To recognise more complex themes in what they read (loss or heroism).  To distinguish independently between statements of fact and opinion  To compare characters settings and themes within a text and across more than one text. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Words in**  **Context**  **And Language for Effect** | To build up vocabulary that reflects the breadth of experiences.  To use vocabulary and forms of speech that are influenced by their experiences of books.  Use and understand recently introduced vocabulary. | Recognise and join in with predictable phrases. | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases and their impact on the meaning.  To recognise simple recurring literary language in stories and poetry. | To discuss authors’ choice of words and phrases for effect.  To identify language, structural and presentational features of texts and discuss how they contribute to meaning. | To discuss authors’ choice of words and phrases for effect.  To identify language, structural and presentational features of texts and discuss how they contribute to meaning. | To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on the reader.  Discuss how the structural and presentational choices impact on meaning, theme and purpose. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  Discuss how the structural and presentational choices impact on meaning, theme and purpose. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Inference**  **And**  **Prediction** | To suggest how a story might end.  To begin to understand ‘why’ and ‘how’ questions.  To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far. | To make inferences on the basis of  -what is being said and done.  -cause and effect.  To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.  To predict what might happen on the basis of what has been read so far in a text. | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To justify predictions using evidence from the text. | To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  To justify predictions from details stated and implied. | To draw inferences from characters’ feelings, thoughts and motives.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To use PPE (point, evidence and explanation) to support inferences.  To discuss how characters change and develop through texts by drawing inferences based on indirect clues.  Predict what might happen from details stated and implied based on themes, conventions, knowledge of the author and genre. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Summarise** |  | Link title to key events in a text. | To discuss the sequence of events in books and how items of information are related. | Identify main ideas drawn from more than one paragraph and summarise these. | Identify main ideas drawn from more than one paragraph and summarise these. | Identify and summarise main ideas from across a text. | Identify key details that support main ideas. |
|  | **EYFS**  **30-50 months**  **40-60 months**  **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Non-Fiction** | To know that information can be relayed in the form of print.  To know that information can be retrieved from books and computers. | Answer simple, information retrieval questions about texts. | 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 and discuss information.  To use dictionaries to check the meaning of words that they have read. | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and nonfiction texts. | To retrieve, record and present information from non-fiction texts.  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). |

See Appendix 1 – Common Exception Words across Year groups