

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Knowledge	<p>Pay attention and respond to the pictures or the words (B-3yrs)</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo (B-3yrs)</p> <p>Read individual letters by saying the sounds for them (Rec)</p> <p>Read some letter groups that each represent one sound and say sounds for them (Rec)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Rec)</p> <p>Say a sound for each letter in the alphabet and at</p>	<p>Phonic knowledge <i>Apply phonic knowledge and skills as the route to decode words.</i> (Throughout)</p> <p>Grapheme-phoneme correspondence <i>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme.</i> (Speed sound words)</p> <p>Words containing GPCs <i>Read other words of more than one syllable that contain taught GPCs.</i> (Throughout)</p> <p>Prefixes, suffixes, morphology and etymology <i>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> (Throughout)</p> <p>Common exception words <i>Read common exception words,</i></p>	<p>Phonic knowledge <i>Continue to apply phonetic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</i></p> <p>Words containing GPCs <i>Accurately read words of two or more syllables that contain known graphemes.</i></p> <p>Prefixes, suffixes, morphology and etymology <i>Read words containing common suffixes.</i></p> <p>Common exception words <i>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</i></p> <p><i>*See RWI Spelling file year 2</i></p> <p>From the notes and guidance - As soon as pupils can read words comprising of year 2 GPCs accurately and</p>	<p>Prefixes, suffixes, morphology and etymology <i>Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud.</i></p> <p>Common exception words <i>Read further exception words, noting unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.</i></p> <p><i>*See RWI Spelling file year 3+4</i></p>	<p>Prefixes, suffixes, morphology and etymology <i>Apply their growing knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words they meet.</i></p> <p>Common exception words <i>Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary.</i></p> <p><i>*See RWI Spelling file year 3+4</i></p>	<p>Prefixes, suffixes, morphology and etymology <i>Apply and explain their growing knowledge of root words and suffixes to both read aloud and to understand the meaning of new words they meet.</i></p> <p><i>*See RWI Spelling file year 5+6</i></p>	<p><i>Analyse the etymology (origins) and morphology (structure) of words to read aloud and understand the meaning of new words.</i></p> <p><i>*See RWI Spelling file year 5+6</i></p>

		<p>least 10 digraphs (ELG)</p>	<p><i>noting unusual correspondences between spelling and sound and where these occur in the word.</i></p> <p>*See Red Words list</p> <p>Contractions <i>Read words with contractions (for example, I'm, I'll we'll) and understand that the apostrophe represents the omitted letters(s).</i> (Throughout)</p> <p><i>From the notes and guidance- As soon as they can read words composing the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.</i></p>	<p><i>speedily, they should move onto the years 3 and 4 program for word reading.</i></p>				
	Skills	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother (3-4yrs) <p>Blend sounds into words, so that they can read</p>	<p>Blending <i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</i> (Throughout)</p> <p>Reading aloud <i>Accurately read aloud accurately books that are consistent with their developing knowledge and that do not require them to use other strategies that work out words.</i></p>	<p>Blending <i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</i></p> <p>Reading aloud <i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and</i></p>				

		<p>short words made up of known letter-sound correspondences (Rec)</p> <p>Read a few common exception words matched to the school's phonic programme (Rec)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (Rec)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p>	<p>(Throughout and Storybooks follow careful progression)</p> <p>Fluency <i>Re-read these books to build up their fluency and confidence in word reading.</i> (Throughout)</p>	<p><i>without undue hesitation.</i></p> <p>Fluency <i>Re-read these books to build up their fluency and confidence in word reading.</i> <i>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</i></p>				
Comprehension	Knowledge	<p>Enjoy songs and rhymes, tuning in and paying attention (B-3yrs)</p> <p>Join in with songs and rhymes, copying sounds,</p>	<p><u>Developing pleasure in reading, motivation to read, vocabulary and understanding</u></p> <p>Pleasure and motivation to read</p>	<p><u>Developing pleasure in reading, motivation to read, vocabulary and understanding</u></p> <p>Pleasure and motivation to read</p>	<p><u>Developing positive attitudes to reading and understanding of what they read</u></p> <p>Pleasure and motivation to read <i>Listening to and discussing a wide</i></p>	<p><u>Developing positive attitudes to reading and understanding of what they read</u></p> <p>Pleasure and motivation to read <i>Listening to and discussing a wide</i></p>	<p><u>Maintain positive attitudes to reading and understanding of what they read</u></p> <p>Pleasure and motivation to read <i>Read, discuss and enjoy a wide range of</i></p>	<p><u>Maintain positive attitudes to reading and understanding of what they read</u></p> <p>Pleasure and motivation to read <i>Read, discuss and enjoy a wide range of</i></p>

		<p>rhythms, tunes and tempo (B-3yrs)</p> <p>Copy finger movements and other gestures (B-3yrs)</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone (B-3ys)</p> <p>Repeat words and phrases from familiar stories (B-3yrs)</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing (3-4yrs) <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</p>	<p><i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</i> (Story time and Poetry time sessions – 6 poems and 6 fairy stories)</p> <p>Word meaning <i>Discuss word meanings, linking new meanings to those already known.</i> (Throughout)</p> <p>Reading widely <i>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i> (Throughout – especially in Story Time)</p> <p><u>Understanding both the books that they can already read accurately and fluently and those that they listen to</u></p> <p>Understanding <i>Check that the text makes sense to them as they read and correcting inaccurate reading.</i> (Throughout)</p>	<p><i>Listening to, discussing and expressing 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.</i></p> <p>Structure and purpose Notice that <i>non-fiction books are structured in different ways.</i></p> <p>Word meaning <i>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</i></p> <p>Reading widely <i>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</i></p> <p><u>Understanding both the books that they can already read accurately and fluently and those that they listen to</u></p> <p>Understanding <i>Check that the text makes sense to them as they read and correcting inaccurate reading.</i></p>	<p><i>range of fiction, poetry, plays, non-fiction and reference or text books, making enthusiastic and positive contributions in turn that show their understanding.</i></p> <p>Structure and purpose Read books for a range of purposes that are structured in different ways and describe their structure.</p> <p>Word meaning Explain the meaning of words based on the context, using a dictionary where appropriate.</p> <p>Reading widely <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</i></p> <p>Poetry <i>Recognise some different forms of poetry: performance, nonsense, calligrams and shape poems.</i></p> <p><u>Understanding what they read in books and reading independently</u></p>	<p><i>range of fiction, poetry, plays, non-fiction and reference or text books, making increasing effective contributions in turn that show their understanding.</i></p> <p>Structure and purpose <i>Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured.</i></p> <p>Word meaning <i>Using dictionaries to check the meaning of words that they have read, selecting the most appropriate meaning for the context.</i> (Year 4 spelling)</p> <p>Reading widely <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</i></p> <p>Poetry <i>Recognise some different forms of poetry: kennings and rhyming couplets.</i></p> <p><u>Understanding what they read in books</u></p>	<p><i>fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding in a range of contexts.</i></p> <p>Structure and purpose <i>Read books that are structured in different ways and read for an increasing range of purposes.</i></p> <p>Word meaning <i>Explore how authors use language, including figurative language, considering the impact on the reader.</i></p> <p>Reading widely <i>Increasing 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.</i></p> <p><u>Understanding what they read.</u></p> <p>Understanding <i>Check that the book makes sense to them, discussing their understanding and</i></p>	<p><i>fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding in a range of contexts.</i></p> <p>Structure and purpose <i>Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.</i></p> <p>Word meaning <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</i></p> <p>Reading widely <i>Increasing 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.</i></p> <p><u>Understanding what they read.</u></p> <p>Understanding <i>Check that the book makes sense to them, discussing their understanding and</i></p>
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Skills	<p>Say some of the words in songs and rhymes (B-3yrs)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing (B-3yrs)</p> <p>Enjoy sharing books with an adult (B-3yrs)</p> <p>Ask questions about the book. Make comments and shares their own ideas (B-3yrs)</p> <p>Develop play around favourite stories using props (B-3yrs)</p>	<p>Genre and conventions <i>Recognise and join in with predictable phrases. (Throughout – especially in Story time and Poetry time)</i></p> <p>Retelling and performing <i>Learn to appreciate rhymes and poems and to recite some by heart. (Poetry time)</i></p> <p>Questioning and Explaining <i>Explain clearly their understanding of what is read to them. (Throughout)</i></p> <p>Inferences <i>Make inferences on the basis of what is</i></p>	<p>Genre and conventions <i>Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.</i></p> <p>Retelling and performing <i>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Poetry</i> <i>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate</i></p>	<p>Genre and conventions <i>Identify themes and conventions in a range of books, texts and poetry.</i></p> <p>Retelling and performing <i>Preparing poems and play scripts to read aloud and to perform showing understanding using a range of strategies.</i></p> <p>Questioning and Explaining <i>Ask simple questions to improve their understanding of a text.</i></p> <p>Inferences</p>	<p>Genre and conventions <i>Identify the main themes and conventions in a wide range of books.</i></p> <p>Retelling and performing <i>Preparing poems and play scripts to read aloud and to perform showing understanding through intonation tone, volume and action.</i></p> <p>Questioning and Explaining <i>Ask a range of questions to improve their understanding of an age-appropriate text, often trying to</i></p>	<p>Genre and conventions <i>Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books.</i></p> <p>Retelling and performing Poetry <i>Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</i></p> <p>Questioning and Explaining</p>	<p>Genre and conventions <i>Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books.</i></p> <p>Retelling and performing Poetry <i>Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</i></p> <p>Questioning and Explaining</p>	

		<p>Engage in extended conversations about stories, learning new vocabulary (3-4yrs)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Anticipate (where appropriate) key events in stories (ELG)</p>	<p><i>being said and done. (Throughout)</i></p> <p>Predicting <i>Predict what might happen based on what has been read so far. (Throughout)</i></p> <p>Sequencing and summarising <i>Be encouraged to link what they read or hear read to their own experiences ('What's in a message?')</i></p> <p>Writer's craft <i>Discuss the significance of the title and events (Throughout and Think about a Story)</i></p> <p>Opinion <i>Participate in discussion about what is read to them, taking turns and listening to what others say. (Encouraged throughout)</i></p>	<p><i>intonation to make the meaning clear.</i></p> <p>Questioning and Explaining <i>Ask and answer questions.</i></p> <p>Inferences <i>Make inferences on the basis of what is being said and done.</i></p> <p>Predicting <i>Predict what might happen based on what has been read so far.</i></p> <p>Sequencing and summarising <i>Discuss the sequence of events in books and how items of information are related.</i></p> <p>Writer's craft <i>Discuss their favourite words and phrases, giving simple reasons for their choice.</i></p> <p>Opinion <i>Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</i></p>	<p><i>Draw inferences such as inferring characters' feeling, thoughts and motives from their actions and justify with some evidence from the text.</i></p> <p>Predicting Make increasingly plausible predictions based on details stated in the text and their wider knowledge.</p> <p>Sequencing and summarising Identify the main point of each paragraph in a text.</p> <p>Writer's craft Make simple comments about how language, structure and presentation contribute to meaning. Make simple comments about words and phrases that capture the reader's interest and imagination.</p> <p>Opinion</p>	<p>find out more information to solve a problem for themselves.</p> <p>Inferences <i>Draw inferences such as inferring characters' feeling, thoughts and motives from their actions and justify with evidence from the text.</i></p> <p>Predicting <i>Predict what might happen from details stated and implied, giving some examples.</i></p> <p>Sequencing and summarising <i>Identify main ideas drawn from more than one paragraph and summarising these</i></p> <p>Writer's craft <i>Identify how language, structure and presentation contribute to meaning. Discuss imaginative or precise words and phrases that capture the reader's interest and imagination.</i></p> <p>Opinion <i>Participate in discussion about book that are read to</i></p>	<p>Ask a range of questions to improve their understanding of what they have read, and give clear explanations and reasons for their views</p> <p>Inferences <i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Distinguish between statements of fact and opinion.</i></p> <p>Predicting <i>Give evidence from more challenging texts to support their predictions, relying mainly on stated details.</i></p> <p>Sequencing and summarising <i>Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.</i></p> <p>Writer's craft <i>Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.</i></p>	<p>Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.</p> <p>Inferences Make inferences, including distinctions between fact and opinion, and justify them with detailed, targets evidence and extended written responses.</p> <p>Predicting <i>Predict what might happen from details stated and implied.</i></p> <p>Sequencing and summarising <i>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.</i></p> <p>Writer's craft <i>Identify and evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why</i></p>
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