

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Word reading Decoding	<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</p>	<p><i>Apply phonic knowledge and skills as the route to decode words.</i> (Throughout)</p> <p><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><i>Read other words of more than one syllable that contain taught GPCs.</i> (Throughout)</p> <p><i>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</i> (Throughout)</p> <p><i>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</i></p>	<p><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><i>Accurately read words of two or more syllables that contain known graphemes.</i></p> <p><i>Read words containing common suffixes.</i></p> <p><i>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</i></p> <p><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><i>Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud.</i></p> <p><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> *See RWI Spelling file year 3+4</p>	<p><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>Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary.</p>	<p>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.</p> <p>*See RWI Spelling file year 5+6</p>	<p>Analyse the etymology (origins) and morphology (structure) of words to read aloud and understand the meaning of new words.</p> <p>*See RWI Spelling file year 5+6</p>

<p>exception words (Rec)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <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 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>*See Red Words list</p> <p><i>Read words with contractions (for example, I'm, I'll we'll) and understand that the apostrophe represents the omitted letter(s). (Throughout)</i></p> <p><i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</i></p> <p><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. (Throughout and Storybooks follow careful progression)</i></p> <p><i>Re-read these books to build up their fluency and confidence in word reading. (Throughout)</i></p> <p>From the notes and guidance- <i>As soon as they can read words composing the year 1</i></p>	<p><i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.</i></p> <p><i>Re-read these books to build up their fluency and confidence in word reading.</i></p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>From the notes and guidance - <i>As soon as pupils can read words comprising of year 2 GPCs accurately and speedily, they should move onto the years 3 and 4 program for word reading.</i></p>					
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	<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><i>GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.</i></p>					
<p>Word reading Word Meaning</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</p> <p>Engage in extended conversations about stories, learning new vocabulary (3-4yrs)</p>	<p><i>Discuss word meanings, linking new meanings to those already known. (</i></p>	<p><i>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</i></p> <p><i>Discuss their favourite words and phrases, giving simple reasons for their choice.</i></p>	<p>Explain the meaning of words based on the context, using a dictionary where appropriate.</p>	<p><i>Using dictionaries to check the meaning of words that they have read, selecting the most appropriate meaning for the context. (Year 4 spelling)</i></p>	<p><i>Explore the meaning of words in context.</i></p> <p><i>Explore how authors use language, including figurative language, considering the impact on the reader.</i></p>	<p><i>Explore the meaning of words in context,</i></p> <p><i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</i></p>

<p style="text-align: center;">Comprehension Understanding</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>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>Draw on what they already know or on background information provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><i>Be encouraged to link what they read or hear read to their own experiences</i></p>	<p>Draw on what they already know or on background information provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><i>Discuss the sequence of events in books and how items of information are related.</i></p> <p><i>Ask and answer questions.</i></p> <p>Notice that <i>non-fiction books are structured in different ways.</i></p>	<p>Check that longer text makes sense to them and talk about what they have read independently, and important or new vocabulary.</p> <p>Identify the main point of each paragraph in a text.</p> <p><i>Ask simple questions to improve their understanding of a text.</i></p>	<p><i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></p> <p><i>Identify main ideas drawn from more than one paragraph and summarising these</i></p> <p><i>Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find out more information to solve a problem for themselves.</i></p>	<p>Check that the book makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p><i>Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.</i></p> <p><i>Ask a range of questions to improve their understanding of what they have read, and give clear explanations and reasons for their views</i></p>	<p>Check that the book makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p><i>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.</i></p> <p><i>Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.</i></p>
<p style="text-align: center;">Comprehension Retrieval</p>	<p>Repeat words and phrases from familiar stories (B-3yrs)</p>	<p>Identify and understand what is happening in a short piece of text.</p> <p><i>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</i></p>	<p>Identify the main facts or events in simple texts.</p> <p><i>Ask and answer questions based.</i></p>	<p>Identify key details in a text in response to a retrieval question or research task.</p> <p>Retrieve and record information from non-fiction</p>	<p><i>Retrieve and record information from age-appropriate non-fiction texts.</i></p>	<p><i>Retrieve, record and present a range of information from non-fiction texts.</i></p>	<p><i>Retrieve, record and present a range of information from fiction and non-fiction texts.</i></p>

<p>Comprehension Predicting</p>	<p>Anticipate (where appropriate) key events in stories (ELG)</p>	<p><i>Predict what might happen based on what has been read so far.</i></p> <p><i>Recognise and join in with predictable phrases.</i></p>	<p><i>Predict what might happen based on what has been read so far.</i></p>	<p>Make increasingly plausible predictions based on details stated in the text and their wider knowledge.</p>	<p><i>Predict what might happen from details stated and implied, giving some examples.</i></p>	<p>Give evidence from more challenging texts to support their predictions, relying mainly on stated details.</p>	<p><i>Predict what might happen from details stated and implied.</i></p>
<p>Comprehension Inference</p>		<p><i>Make inferences on the basis of what is being said and done.</i></p>	<p><i>Make inferences on the basis of what is being said and done.</i></p>	<p><i>Draw inferences such as inferring characters' feeling, thoughts and motives from their actions</i></p> <p><i>Justify with some evidence from the text.</i></p>	<p><i>Draw inferences such as inferring characters' feeling, thoughts and motives from their actions</i></p> <p><i>Justify with evidence from the text.</i></p>	<p><i>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.</i></p> <p><i>Distinguish between statements of fact and opinion.</i></p>	<p>Make inferences, including distinctions between fact and opinion, and justify them with detailed, targets evidence and extended written responses.</p> <p><i>Distinguish between statements of fact and opinion.</i></p>
<p>Comprehension Authorial intent</p>		<p><i>Discuss the significance of the title and events</i></p>		<p>Make simple comments about how language, structure and presentation contribute to meaning.</p> <p>Make simple comments about words and phrases that capture the reader's interest and imagination.</p>	<p><i>Identify how language, structure and presentation contribute to meaning.</i></p> <p><i>Discuss imaginative or precise words and phrases that capture the reader's interest and imagination.</i></p>	<p>Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.</p>	<p><i>Identify and evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.</i></p>

<p style="text-align: center;"><u>Comprehension</u> Reading aloud and performing poetry</p>	<p>Learn to appreciate rhymes and poems and to recite some by heart.</p>	<p>Learn to appreciate rhymes and poems and to recite some by heart. (Poetry time)</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Preparing poems and play scripts to read aloud and to perform showing understanding using a range of strategies.</p> <p>Recognise some different forms of poetry: performance, nonsense, calligrams and shape poems.</p>	<p>Preparing poems and play scripts to read aloud and to perform showing understanding through intonation tone, volume and action.</p> <p>Recognise some different forms of poetry (Haiku, nonsense, List Poems, Kennings)</p>	<p>Learn a wider range of poetry by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>	<p>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.</p>
<p style="text-align: center;"><u>Genres and conventions</u></p>			<p>Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.</p>	<p>Identify themes and conventions in a range of books, texts and poetry.</p>	<p>Identify the main themes and conventions in a wide range of books.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books.</p>
<p style="text-align: center;"><u>Range of reading and discussing reading</u></p>	<p>Enjoy songs and rhymes, tuning in and paying attention (B-3yrs)</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo (B-3yrs)</p> <p>Copy finger movements and other gestures (B-3yrs)</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. (Story time and Poetry time sessions – 6 poems and 6 fairy stories)</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and</p>	<p>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.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books, making enthusiastic and positive contributions in turn that show their understanding.</p> <p>Read books for a range of purposes that are structured in different</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books, making increasing effective contributions in turn that show their understanding.</p> <p>Read books that are structured in different ways and read for a range of purposes, identifying the purpose</p>	<p>Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding in a range of contexts.</p> <p>Read books that are structured in different ways and read for an increasing range of purposes.</p>	<p>Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding in a range of contexts.</p> <p>Read longer and more challenging books that are structured in different ways and</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><i>considering their particular characteristics.</i></p> <p><i>Explain clearly their understanding of what is read to them.</i></p> <p><i>Participate in discussion about what is read to them, taking turns and listening to what others say. (Encouraged throughout</i></p> <p><i>Explain clearly their understanding of what is read to them.</i></p>	<p><i>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i></p> <p><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>ways and describe their structure.</p> <p><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><i>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i></p>	<p>of the book and how it is structured.</p> <p><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><i>Participate in discussion about book that are read to them and those they can read for themselves, taking turns and listening to what others say.</i></p>	<p><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><i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views.</i></p> <p><i>Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.</i></p>	<p><i>read for an increasing range of purposes.</i></p> <p><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><i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views.</i></p> <p><i>Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using</i></p>
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						<i>Recommend books that they have read to their peers, giving reasons for their choices.</i>	<i>notes where necessary. Recommend books that they have read to their peers, giving persuasive and detailed reasons for their choices.</i>
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