



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> Develop their phonological awareness to: <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <ul style="list-style-type: none"> Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Begin to read CVC words containing known letter-sound correspondences Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/ high frequency and familiar words. Read sentences made up of words with taught sounds and common exception words. 	<ul style="list-style-type: none"> Can use phonic knowledge to attempt unknown words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Can read all of the Reception high frequency word list Can read most of the Year 1/2 high frequency word list Can read aloud and is beginning to use expression to show awareness of punctuation (may only be a full stop at this stage) Can read most Y1/2 common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Is beginning to identify when reading does not make sense and attempts to self-correct Can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require the use of other strategies to work out the words, checking that the text makes sense as they read 	<ul style="list-style-type: none"> Can read all of the Y1 common exception words Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. ai a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, plaid, raid) Knows the function of full stops when reading and shows this in their reading aloud Can use a range of phonic strategies (blending, segmenting) to read unknown regular words Can identify when reading does not make sense and self-corrects in order for the text to make sense Read independently, demonstrating increasing stamina Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (fluent reading of frequently encountered words without 'sounding and blending') Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant) Can read aloud fluently with intonation, including poetry, taking into account a wider range of punctuation (. ? ! ,) Can read most words quickly and accurately, at an instructional level of 93-95%, without overt sounding and blending, when they have been frequently encountered Can listen to, discuss, retell and become familiar with a wider range of stories Re-read books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems 	<ul style="list-style-type: none"> Can read independently using a range of strategies appropriately, including decoding, to establish meaning Can read aloud with expression and intonation taking into account. ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue Can read most Y3/4 high frequency words Can read all Y3/4 high frequency words Can read aloud with intonation and expression, taking into account higher standard punctuation, including ... () - Maintain positive attitudes to reading for a range of purposes independently Listening to and discussing a wide range of genres (including poetry and play scripts) Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the words Applies growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words Maintain positive attitudes to reading and understanding what he she reads Read further exception words noting the unusual correspondence between spelling and sound and where these occur in the word with reference to spelling English appendix 1 	<ul style="list-style-type: none"> Can read a range of age appropriate texts fluently and accurately Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account Can read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity Can read silently and then discuss what they have read Listen to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Can demonstrate increasing fluency across all subjects Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her 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 Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the national curriculum document – both to read aloud and to understand the meaning of new words that are met. Participates in discussions about books, building on their own ideas and challenging views courteously Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices 	<ul style="list-style-type: none"> Can read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience Can read fluently and effortlessly across all subjects Increases familiarity with a wide range of challenging books, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national Curriculum document –both to read aloud an to understand the meaning of new words that are met

<p>Retrieve and Summarise</p>	<p>Children answer simple recall questions verbally about stories they can follow without pictures and prompts</p>	<ul style="list-style-type: none"> • Participate actively in listening to and sharing a wide range of books beyond their reading capability • With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level (may be using picture clues if not prompted) • Can sometimes talk about main points or key events in a simple text • Can retell familiar stories with growing confidence • Can retell known stories, including significant events / main ideas in sequence • Can answer simple questions / find information in response to a direct, literal question • Can link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • Can summarise a known story, giving the main points clearly in sequence • Can retell an unknown story, sequencing events (unfamiliar before first reading) beginning, middle and end (may be simplified) • Can locate specific information on a given page in response to a direct question • Can locate some specific information e.g. key events, characters' names etc. or key information on a non-fiction page • Having read a text (level / standard appropriate), can find the answers to questions, both written and oral • Can ask questions before reading a text and look for the answers within the text when reading • Make links between books they are reading and other books 	<ul style="list-style-type: none"> • Can summarise and explain the main points in a text, referring back to the text to support this • Is able to quote directly from the text to support thoughts and discussions • Can locate information by skimming (for a general impression) and scanning (to locate specific information) • Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin) • Retrieve and record information from non-fiction • Can discuss and express their views • Can sequence events and retell a wider range of stories 	<ul style="list-style-type: none"> • Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction) • Can quote directly from the text to answer questions • Can refer to the text to support opinions and elaborate on them • Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these • Can identify themes and conventions in a wide range of books making connections to books, self and wider world • Retrieve and record information from non-fiction over a wide range of subjects 	<ul style="list-style-type: none"> • Can retrieve, summarise and collate key ideas, themes and information and information from a range of sources • Making comparisons in and across books, to self, text and to the wider world • Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts • Can use quotations and text references to support ideas and arguments • Can summarise information from different points in the same text or across a range of texts • Can combine information from different reading sources with increasing precision to produce meaningful information across the curriculum • Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
<p>Explore (Clarify/Vocabulary)</p>	<ul style="list-style-type: none"> • Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. • Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. • Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. • Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. 	<ul style="list-style-type: none"> • Can talk about likes / dislikes of stories and information texts • Can choose and talk about a book from a selection • Can express opinions about main events and characters in stories, e.g. good and bad characters • Can discuss word meanings, linking new meanings to those already known • Can use pictures (unprompted) and texts to identify meaning 	<ul style="list-style-type: none"> • Can use the front cover and book title as well as illustrations and the words inside to make reading choices • Can compare similarities and differences between texts / books in terms of characters, settings and themes • Can talk about how different words and phrases affect meaning • Can discuss and clarify the meanings of words, linking new meanings to known vocabulary • Listen to, discuss and express views about a wide range of fiction & non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts • Can use dictionaries to check the meaning of words they have read • Identifies where language is used to create mood, build tension or paint a picture • Can comment on the author's choice of language to create mood and build tension • Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions) • Can ask questions to improve their understanding • Use the context of a sentence to read unfamiliar words and phrases 	<ul style="list-style-type: none"> • Can identify and explain the difference between fact and opinion • Can talk about the author's choice of language and its effect on the reader in fiction and non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary) • Can understand that figurative language creates images • Can justify preferences in terms of authors' styles and theme • Asking questions to improve their understanding of a text • Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read • Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context • Can understand and explain different characters' points of view by justifying their reasons with evidence from the text 	<ul style="list-style-type: none"> • Can confidently identify the point of view of some texts and how this impacts on the reader • Can comment on the author's language and style to provoke particular responses and impact the reader (e.g. anger, sadness) • Can discuss the difference between literal and figurative language and the effects of imagery • Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery) • Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context • Explore the meaning of words and phrases in context 	<ul style="list-style-type: none"> • Can identify and discuss the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery) • Can clearly identify and explain the writer's viewpoint, making reference to the text and their wider experiences • Can clearly identify the effect the text has on the reader, and begin to explain how this impact has been created and how it can be improved • Explore the meaning of words and phrases in context • Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling

<p>Analyse (Evaluate)</p>		<ul style="list-style-type: none"> • Is beginning to recognise a range of patterns in texts, including stories (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...) • Is beginning to recognise a range of patterns in texts, including poetry and rhymes (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...) • Is beginning to recognise a range of patterns in texts, including non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...) 	<ul style="list-style-type: none"> • Is beginning to distinguish between fiction and non-fiction • Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter) • Is beginning to use contents and index pages to locate information in non-fiction texts • Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter) • Can demonstrate how to use information books (by identifying layout, index, contents page, glossary) • Listen to and discuss a wide range of stories, poems, plays and information books 	<ul style="list-style-type: none"> • Understands the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together) • Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations) • Is beginning to identify differences between different fiction genres 	<ul style="list-style-type: none"> • Can recognise and discuss the different text features within a variety of texts • Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity) • Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts) • Recommend books they have read to their peers, giving reasons for their choices • Demonstrate continuing engagement with reading by responding to reading in a written form, beginning to develop a critical stance • Explain and discusses understanding of what they have read through formal presentations, discussions and debates • Can recognise themes in what is read, such as loss or heroism • Can evaluate the success of a text providing evidence that refers to language, theme and style • Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements • Can evaluate technical and others terms needed for discussing what is heard and read, such as metaphors, similes, analogies, imagery, style and effect • Can understand what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information - applying these skills across the curriculum independently 	<ul style="list-style-type: none"> • Can give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs/flash forwards; in non-fiction, looking at devices and decisions the writer has made in different texts) • Can discuss the range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints within a text; how a writer organises information so the reader can compare/contrast ideas) • Can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters,) within a text and across more than one text • Can reflect on feedback regarding the quality of their explanations and contributions to discussions • Can respond to reading in a range of forms including debates, written form and formal presentations and beginning to develop a critical stance • Can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text) • Provide reasoned justifications for his/her views
<p>Deduce (Predict/Infer)</p>	<ul style="list-style-type: none"> • To begin to interpret stories, rhymes and poetry; making suggestions for actions and events • To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • Is beginning to make predictions based on titles, text, blurb and/or pictures • Can make plausible predictions about the plot based on what has been read so far • Can make plausible predictions about characters, using knowledge of the story and own experiences 	<ul style="list-style-type: none"> • Can relate stories / texts to their own experiences, including story settings and incidents • Can comment on obvious characteristics and actions of characters in stories • Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) • Can provide simple explanations about events or information (e.g. why a character acted in a particular way) • Can discuss reasons for events in stories by beginning to use clues in the story • Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, 	<ul style="list-style-type: none"> • Can recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in folktales • Can predict what might happen from details stated and implied • Can draw inferences such as characters feelings and justify these using evidence from the text • Can explain characters thoughts and motives from their actions using evidence from the text 	<ul style="list-style-type: none"> • Can explore and predict alternatives that could have occurred in texts using what might happen from details stated and implied (e.g. a different ending) • Understand what he/she reads independently by predicting what might happen from details stated and implied • Can discuss how an author builds a character through dialogue, action and description • Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text • Can infer meaning, using wider experiences as evidence 	<ul style="list-style-type: none"> • Can explain a character's motives throughout a story and use evidence from the text to support up opinions • Can infer characters' feelings, thoughts and motives from their actions and provides reasoned justifications for their views • Can understand what they have read, in increasingly complex texts, by predicting what might happen from details stated and implied • Can distinguish between statements of fact and opinions 	<ul style="list-style-type: none"> • Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text (e.g. how a message can be inferred through referring back to different points in the text where things have been implied) • Can securely make deductions and predictions firmly rooted in the evidence in the text • Can identify different themes within the same text and across different texts • Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story) • Can discuss how inferences may differ depending upon the experiences of the reader

			<p>feelings and actions</p> <ul style="list-style-type: none"> • Can make inferences on the basis of what is said and done in a book they are reading independently 		<ul style="list-style-type: none"> • Can infer and deduce meaning based on evidence drawn from different points in the text 		<ul style="list-style-type: none"> • Distinguish between fact and opinion (children to be able to pick out where opinions are presented as facts e.g. propaganda, adverts, newspapers)
Ongoing elements	Daily Little Wandle – Practise reading sessions , Key vocabulary given to children and explained daily. Children refer to it throughout unit and beyond. Retrieval practise at the beginning of each lesson to ensure children remember previous learning through quizzes and games. Daily story time (EYFS and KS1) x3 story time KS2						