

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in words - Recognise words with the same initial sound progressing to sounds of individual letters within words - Blend sounds into words so that they can read short words (Phase 2, 3 and then 4) - Read some letter groups that represent one sound (Phase 3 digraphs/trigraphs) - Read tricky words (Phase 2, 3 and 4) - Read simple sentences in line with their phonic learning 	<ul style="list-style-type: none"> - Instantly recognises all 40+ letters/digraphs/trigraphs/quadgraphs - Read common exception words from the Year 1 NC list - Read common suffixes (-s, -es, -ing, -ed, -er, -est) - Read multi-syllable words containing taught GPCs - Read contractions and understanding the use of apostrophes - Read aloud phonetically-decodable texts - Read accurately and without overt sounding and blending after a few encounters - Read accurately by blending, including alternative sounds for graphemes 	<ul style="list-style-type: none"> - Secure phonics deciding until reading is fluent - Read accurately by blending, including alternative sounds for graphemes - Read multi-syllable words containing all taught graphemes - Read common suffixes - Read exception words, noting unusual correspondences - Read most words quickly and accurately without overt sounding and blending 	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word - Develop pronunciation of unfamiliar words 	<ul style="list-style-type: none"> - 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 - TO be able to read most words effortlessly and use prior learning to pronounce unfamiliar words 		
Fluency	<ul style="list-style-type: none"> - Be able to read and understand simple sentences using sound that have been learned - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Begin to understand how we can read with prosody to make it enjoyable for the listener 	<ul style="list-style-type: none"> - Be able to read and re-read books that are closely matches to their developing phonic knowledge and knowledge of common exception words - Use appropriate prosody when reading words that are printed for emphasis - Pronounce plurals clearly, with particular focus on the final sound 	<ul style="list-style-type: none"> - Be able to read common exception words easily and automatically - Use appropriate prosody when reading a sentence with a question mark or an exclamation mark - Pronounce contractions clearly, with particular focus on the final sound - Pronounce past tense verbs clearly, with particular focus on the final sound 	<ul style="list-style-type: none"> - Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than on decoding individual words - Use appropriate prosody when reading dialogue (appropriate pause between reporting clause and the speech, use the reporting clause, if it comes before the speech, to inform how the speech is read) 	<ul style="list-style-type: none"> - Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than on decoding individual words - Use appropriate prosody when reading sentences with fronted adverbials (a slight pause indicated by the comma after a fronted adverbial) - Children will read silently and aloud, reading fluently enough to gain the meaning from the text - Children will re-read where necessary and know the benefit of doing so 	<ul style="list-style-type: none"> - Be able to read age appropriate texts accurately and at a reasonable speaking pace - Be able to prepare readings, with appropriate intonation to show their understanding - Use appropriate prosody when reading sentences with relative clauses (slight pauses indicated by the commas around the relative - Read silently and recognise words automatically - Read aloud effortlessly and with prosody 	<ul style="list-style-type: none"> - Be sufficiently fluent so that reading of texts across the curriculum is effortless. - Be able to prepare readings, with appropriate intonation. - Use appropriate prosody when reading ironic or sarcastic sentences. - Children's reading sounds natural, as if they are speaking - Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language - Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying performance to convey meaning to an audience
Stamina/Speed	<ul style="list-style-type: none"> - Reading words that have previously been taught and are now secure automatically (phase 2 and 3) 	<ul style="list-style-type: none"> - Reading at a speed of 60 words correct per minute 	<ul style="list-style-type: none"> - Reading at a speed of 90-100 words correct per minute 	<ul style="list-style-type: none"> - Reading at a speed of 100-120 words correct per minute 			
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> - Compare and contrast characters from familiar stories - Retell stories that have been read to them many times - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, non-fiction and poetry, at a level beyond that at which they can read independently - Link what they have read or have read to them to their own experiences - Retell familiar stories in increasing detail - Join in with discussions about a text, taking turns and listening to what others say - Discuss the significance of titles and events 	<ul style="list-style-type: none"> - Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those they can read themselves, explaining their understanding and expressing their views - Become increasingly familiar with and to retell a wide range of stories, fairytales and traditional tales - Recognise simple, recurring literary language in stories and poems - Make links between the text they are reading and other texts they have read independently 	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Discuss and compare texts from a wide variety of genres and writers - Read for a range of purposes - Identify themes and conventions in a wide range of books - 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) - Identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> - 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 - 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 - Recommend texts to peers based on personal choice 	<ul style="list-style-type: none"> - 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 literacy heritage and books from other cultures and traditions - Recognise more complex themes in what they read (such as loss or heroism) - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views

							- Compare characters, settings and themes within a text and across more than one text
Words in Context and Authorial Choice		- Discuss word meaning and link new meaning to those already known	- Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Discuss favourite words and phrases	- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Discuss authors' choice of words and phrases for effect	- Discuss vocabulary used to capture readers' interest and imagination	- Discuss vocabulary used by the author to create effect including figurative language - Evaluate the use of authors' language and explain how it has created an impact on the reader	- 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
Vocabulary	- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	- Discuss word meanings, linking new meanings to those already known - Draw upon knowledge of vocabulary in order to understand the text - Join in with predictable phrases - Use vocabulary given by the teacher in the correct context - Discuss their favourite words and phrases	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases - Recognise some recurring language in stories and poems	- Discuss words that capture the readers interest or imagination - Identify how language choices help build meaning - Find the meaning of new words using substitution within a sentence - Use dictionaries to check the meaning of words that they have read	- Use dictionaries to check the meaning of words that they have read - Use a thesaurus to find synonyms - Discuss why words have been chosen and the effect these have on the reader - Explain how words can capture the interest of the reader - Discuss new and unusual vocabulary and clarify the meaning of these - Find the meaning of new words using the context of the sentence	- Explore the meaning of words in context, confidently using a dictionary - Discuss how the authors' choice of language impacts on the reader - Evaluate the authors choice of language - Investigate alternative word choices that could be made - Begin to look at figurative language - Use a thesaurus to find synonyms for a larger variety of words - Re-write passages using alternative word choices - 'Read around the word' and explore its meaning in the broader context of a section or paragraph	- Evaluate how the authors' use of language impacts upon the reader - Find examples of figurative language and how this impacts the reader and contributes to meaning or mood - Discuss how presentation and structure contributes to meaning - Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph
Inference	- Begin to interpret stories, rhymes and poetry; making suggestions for actions and events	- Make inferences about character's feelings using what they say and do within a book to help justify their ideas	- Make inferences about character's feelings using what they say - Infer basic points and begin, with support, to pick up on more subtle references	- Infer character's feelings, thoughts and motives - Begin to justify them by referencing specific points in the text	- Infer characters' feelings, thoughts and motives from their stated actions and previous references from the text - Consolidate the skill of justifying inferences using a specific reference point in the text	- Inferences need to involve understanding what is implied about characters and making judgements about their motivations and attitudes from the dialogue and description	- Understand what is implied about the characters through the way they are presented, including through the use of a narrator, or narrative voice, explaining how this influences the readers' view of characters
Prediction	- Talk about and respond to stories, rhymes and poetry, anticipating key events as exact repetition and some in their own words	- Predict based on the story and their own life experiences - Begin to explain these ideas verbally or through pictures	- Make logical predictions using their own knowledge as well as what has happened in a text so far. These will be accompanied by simple explanations	- Use relevant prior knowledge to make predictions and justify them - Be introduced to the skill of using information from the text to form further predictions, realising the importance of justifying their ideas with key examples from what they have read	- Use relevant prior knowledge as well as details from the text to form predictions and to justify them - Be taught to monitor the predictions and compare them with the text as they read on	- Make regular and increasingly plausible prediction as they read, modifying their ideas as they read the next part of the text - Every prediction that they make must be based on relevant information from the text	- Make plausible predictions and explain what they are basing them on - Discuss how and why they need to modify their predictions as they read on
Explain	- Give a view on whether they like or dislike a story - Make comments about what they have heard and ask clarifying questions to clarify their understanding - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate	- Discuss the significance of the title and events - Explain clearly their understanding of what is read to them - Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics - Describe what they liked or disliked about a text	- Give their opinion on a text and explain their reasons - Describe the features of the text structure	- Identify how language structure and presentation contribute to meaning - Evaluate the main features of a text - Identify the use of descriptive language	- Identify how language structure and presentation contribute to meaning - Describe the purpose, audience, viewpoint or narrative development in a text and give examples of this	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Provide reasoned justifications for their views - Evaluate the overarching theme or genre of a text and identify features that support his - Comment on the effectiveness of the authors' writing	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Provide reasoned justifications for their views - Evaluate the overarching theme or genre of a text and identify features that support his - Comment on the effectiveness of the authors' writing

<p>Retrieval</p>	<ul style="list-style-type: none"> - Based on what they have listened to, children to name characters within the story and some key events 	<ul style="list-style-type: none"> - Based on what they have just read or listened to, children should be able to answer simple questions about what happened in a story 	<ul style="list-style-type: none"> - Demonstrate their understanding of what they have read by answering simple questions 	<ul style="list-style-type: none"> - Begin to use quotations from the text to answer questions and justify opinions - The skill of 'skim and scan' will be introduced to retrieve details 	<ul style="list-style-type: none"> - Show confidence with the skill of skimming and scanning texts to record details - Show a fluency in using quotes from the text in supporting their answers to questions 	<ul style="list-style-type: none"> - Locate information accurately through skimming to gain an overall sense of the text - Scan a text to gain specific information to help answer questions - Using the skills of skimming and scanning, identify sections of text to read more carefully and re-read/read on where appropriate 	<ul style="list-style-type: none"> - Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming or scanning - Carefully read sections of texts to research information and to answer questions - Using evidence from across a text, explain events or ideas - Identify similarities and differences between characters, places, events, objects and ideas in texts - Read information from texts and evaluate its reliability and usefulness
<p>Sequence</p>	<ul style="list-style-type: none"> - Respond to stories, rhymes and poetry, recalling key events 	<ul style="list-style-type: none"> - Retell and order events from the text - Begin to discuss how events in books are linked 	<ul style="list-style-type: none"> - Retell and order events from the text - Begin to discuss how events are linked together - Focus on the main content of the story and use this as a basis 				
<p>Summarise (KS2)</p>				<ul style="list-style-type: none"> - Learn to distinguish between the important and less important information in a text - Be able to give a brief verbal summary of what they have read - Teachers will model how to record summary writing, providing children with the opportunities to begin to do the same 	<ul style="list-style-type: none"> - Use the skills developed in Year 3 to write a brief summary of main points, identifying and using important information - Use their skills of prediction and inference to assist their summaries 	<ul style="list-style-type: none"> - Begin to make connections between information across the text and include this information in their written summaries - 'Read around the world' and explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> - Summaries to be regular and based on what the children have read, linking their summary to previous predictions about the text - Update their ideas about the text in the light of what they've just read - Summarise 'evidence' from across a text to explain events or ideas - Summarise their current understanding about a text at regular intervals
<p>Poetry and Performance</p>	<ul style="list-style-type: none"> - Make use of props and materials when role-playing characters in narratives and stories - Invent, adapt and recount narratives and stories with peers and their teacher - Perform songs, rhymes, poems and stories with others 	<ul style="list-style-type: none"> - Recite simple poems by heart 	<ul style="list-style-type: none"> - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud - Use appropriate volume when reading aloud 	<ul style="list-style-type: none"> - Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) - Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud 	<ul style="list-style-type: none"> - Continually show an awareness of audience when reading out loud using intonation, tone, volume and action 	<ul style="list-style-type: none"> - Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect