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| ***Reading*** | Reception | ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| ***Phonics and Decoding*** | * Read individual letters by saying the sounds for them.
* Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
* Read some letter groups that each represent one sound and say sounds for them.
 | * Phonics as the route to decode.
* Blend sounds and read words in unfamiliar words using the GPCs
* To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
* To read words containing -s, -es, -ing, -ed and -est endings.
* To read words with contractions
 | * Apply phonic knowledge as the route to decode words until automatic
* Decoding embedded and reading is fluent.
* To read accurately by blending the sounds in words
* Recognising alternative sounds for graphemes.
* To accurately read most words of two or more syllables.
* To read most words containing common suffixes.
 | * Use phonics to decode quickly and accurately
* Apply knowledge of root words and prefixes to read

aloud (in, im, il, ir, dis, mis, un,re, sub, inter, super, anti, auto)* Apply knowledge of root words and suffixes to read aloud (ly, ous, ture, sure, sion, tion, ssion, cian)
 | * To read most words fluently and attempt to decode with increasing speed and skill.
* Apply knowledge of root words, prefixes, suffixes to read fluently aloud.
 | * To read most words fluently, attempt to decode any unfamiliar

words with increasing speed and skill* Recognise meaning through contextual cues
* Apply growing knowledge of root words, prefixes, suffixes and read fluently aloud:

-sion, -tion, -cial, -tial,ant/-ance/-ancy, -ent/- ence/-ency,-able/-ably and -ible/ibly | * Read fluently with full knowledge of YR 5/6, exception words, root words, prefixes, suffixes
* Decode any unfamiliar word with

increasing speed and skill using contextual cues. |
| ***Fluency*** | ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | * 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 phonics), sounding out unfamiliar words accurately, automatically and without undue hesitation.
* To reread 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.
 | *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.*For children where fluency is not secure, interventions would include:* Phonics Boosters
* Echo reading
* Guided reading sessions focusing on fluency - Precision teaching - Frequent readers.
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| ***Common******Exception******Words*** | ● Read a few common exception words matched to the school’s phonic programme. | ● To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | ● To read most Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word. | ● To begin to read Y3/Y4 exception words.\* | ● To read all Y3/Y4 exception words\*, discussing the unusual correspondences between spelling and these occur in the word. | ● To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | ● Read most of Yr 5/6 wordsaccurately and fluently |
| ***Comprehension******Comparing,******Contrasting and******Commenting*** | * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
 | * 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 stories to personal experiences.
* Retell familiar stories accurately
* Discuss a text and listen to other comments
* Discuss significance of titles and events
 | * To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently)
* Explain what they understand and their views.
* Retell a wide range of stories, fairy stories and traditional tales.
* To discuss the sequence of events and how information is related.
* Recognise recurring literary language ● Talk and answer questions ● Make links between texts.
 | * To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* Compare texts. ● To use appropriate terminology when discussing texts (plot, character, setting).
 | * Compare texts from genres and writers.
* Read for different purposes
* To identify themes and conventions in books
* To refer to authorial style, overall themes, features and presentational devices
* To identify how language, structure and presentation contribute to meaning.
* To identify main ideas from paragraphs and summarise these.
 | * To read a wide range of genres, identifying the characteristics of text types and differences.
* To 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.
* To identify main ideas from paragraphs and to summarise these accurately.
* Recommend texts to peers based on personal choice.
 | * To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.
* To recognise more complex themes
* Discuss their understanding through presentations and debates, maintaining a focus on the topic.
* Get feedback on the quality of explanations, make improvements.
* To draw out key info to summarise
* To distinguish independently between statements of fact and

opinion and justify* To compare characters, settings and themes across texts
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| ***Comprehension******Words in******Context*** | ● learning new vocabulary through stories. | ● To discuss word meaning and link new meanings to those already known. | ●To discuss and clarify the meanings of words, linking new meanings to known vocabulary.●To discuss their favourite words and phrases. | * To check that the text makes sense to them, explaining the meaning of words in context.
* To discuss authors’ choice of words and phrases for effect.
 | ● | Discuss vocabulary used to capture readers’ interest and imagination. | ●To discuss vocabulary used by the author to create effect including figurative language.●To evaluate the use of authors’ language and the impact it has | ●To analyse and evaluate the use of language, and how it is used for effect, using terminology: metaphor, simile, analogy, imagery, style and effect. |
| ComprehensionInference andPrediction |  | * 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.
* 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 discuss how characters change and develop through texts by drawing inferences based on indirect clues.
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