

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> <li>•Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>•Read words consistent with their phonic knowledge by sound-blending</li> <li>•Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>•Apply phonic knowledge to decode words</li> <li>•Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•Read accurately by blending taught GPC</li> <li>•Read common exception words</li> <li>•Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•Read multisyllable words containing taught GPCs</li> <li>•Read contractions and understanding use of apostrophe</li> <li>•Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>•secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>•read multisyllable words containing these graphemes</li> <li>•read common suffixes</li> <li>•read exception words, noting unusual correspondences</li> <li>•read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>•Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>•Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>•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</li> </ul>	<ul style="list-style-type: none"> <li>•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</li> </ul>
Range of Reading		<ul style="list-style-type: none"> <li>•Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•Being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to, discuss and express 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</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read books that are structured in different ways and reading for a range of purposes</li> <li>•Make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read books that are structured in different ways and reading for a range of purposes</li> <li>•Make comparisons within and across books</li> </ul>
Fluency		<ul style="list-style-type: none"> <li>•Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>•Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>•Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>•Reread these books to build up fluency and confidence in word reading.</li> <li>•Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop accuracy, speed, expression and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop accuracy, speed, expression and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Read with speed, accuracy, and prosody both aloud or silently.</li> </ul>	<ul style="list-style-type: none"> <li>• Read with speed, accuracy, and prosody both aloud or silently.</li> </ul>
Connecting and becoming familiar with texts		<ul style="list-style-type: none"> <li>•Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics</li> <li>•Recognise and join in with predictable phrases</li> <li>•Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>•Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>•Recognise simple recurring literary language in stories and poetry</li> <li>•Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>•Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>•Ask questions to improve their understanding of a text</li> <li>•Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>•Identify themes and conventions in a wide range of books</li> <li>•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read books that are structured in different ways and reading for a range of purposes</li> <li>•Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>•Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>•Ask questions to improve their understanding of a text</li> <li>•Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>•Identify themes and conventions in a wide range of books</li> <li>•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•Read books that are structured in different ways and reading for a range of purposes</li> <li>•Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>•Make comparisons within and across books</li> <li>•Increase 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 and traditions</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>•Make comparisons within and across books</li> <li>•Increase 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 and traditions</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>

Poetry & Performance		<ul style="list-style-type: none"> <li>•Learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>•Recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>•Recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>•Learn a wider range of poetry by heart</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>•Learn a wider range of poetry by heart</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>•Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>•Discuss their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>•Use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>•using dictionaries to check the meaning of words that they have read</li> </ul>		
Understanding	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>•Check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss the sequence of events in books and how items of information are related</li> <li>•Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>•Check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>•Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>•Ask questions to improve their understanding of a text</li> <li>•Identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>•Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>•Ask questions to improve their understanding of a text</li> <li>•Identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>•Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>•Ask questions to improve their understanding</li> <li>•Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>•Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>•Ask questions to improve their understanding</li> <li>•Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
Inference		<ul style="list-style-type: none"> <li>•Discuss the significance of the title and events</li> <li>•Make inferences on the basis of what is being said and done</li> <li>•Make inferences about characters’ feelings with direct references to pictures.</li> </ul>	<ul style="list-style-type: none"> <li>•Make inferences on the basis of what is being said and done</li> <li>•Answer and ask questions</li> <li>•Make inferences about characters’ feelings with direct references to pictures and words in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Develop inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Develop inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>•Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>•Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
Prediction		<ul style="list-style-type: none"> <li>•Predict what might happen on the basis of what has been read so far and their own life experiences.</li> <li>•Explain ideas verbally and through pictures</li> </ul>	<ul style="list-style-type: none"> <li>•Predict what might happen on the basis of what has been read so far, using their own knowledge and give a clear explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied, using relevant prior knowledge and details from the text to justify them</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied, using relevant prior knowledge and details from the text to justify them</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied, supported by relevant evidence from the text</li> <li>•Confirm and modify predictions in light of new information</li> </ul> <p>Confirm and modify predictions in light of new information</p>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied, supported by relevant evidence from the text</li> <li>•Confirm and modify predictions in light of new information</li> </ul>
Explanation			<ul style="list-style-type: none"> <li>•Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss words and phrases that capture the reader’s interest and imagination</li> <li>•Identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss words and phrases that capture the reader’s interest and imagination</li> <li>•Identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>•Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul>	<ul style="list-style-type: none"> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>•Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul>
Retrieval		<ul style="list-style-type: none"> <li>•To develop their knowledge of retrieval through images and then texts</li> </ul>	<ul style="list-style-type: none"> <li>•Ask and answer retrieval questions through images and texts</li> </ul>	<ul style="list-style-type: none"> <li>• To retrieve and record information from fiction and non-fiction texts.</li> <li>•Begin to learn the skill of ‘skim and scan’ to retrieve details.</li> <li>•Begin to use quotations from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• To retrieve and record information from fiction and non-fiction texts.</li> <li>•Skim and scan texts confidently to record details, using relevant quotes to support their answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• To accurately retrieve and record information from a wide range of texts, images and film clips.</li> <li>•Confidently skim and scan, and also use the skill of reading before and after to retrieve information, using evidence from a larger section of text.</li> </ul>	<ul style="list-style-type: none"> <li>• To accurately retrieve and record information from a wide range of texts, images and film clips.</li> <li>•Confidently skim and scan, and also use the skill of reading before and after to retrieve information, using evidence from whole chapters or texts.</li> </ul>
Sequence/ Summarise		<ul style="list-style-type: none"> <li>•Retell familiar stories orally</li> <li>•Sequence the events of a story they a familiar with</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>

Authorial Intent				<ul style="list-style-type: none"><li>• Discuss words and phrases that capture the reader’s interest and imagination</li><li>• Identify how language, structure, and presentation contribute to meaning</li></ul>	<ul style="list-style-type: none"><li>• Discuss words and phrases that capture the reader’s interest and imagination</li><li>• Identify how language, structure, and presentation contribute to meaning</li></ul>	<ul style="list-style-type: none"><li>• identify how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li></ul>	<ul style="list-style-type: none"><li>• identify how language, structure and presentation contribute to meaning</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li></ul>
Non-fiction			<ul style="list-style-type: none"><li>• Being introduced to non-fiction books that are structured in different ways</li></ul>	<ul style="list-style-type: none"><li>• Retrieve and record information from non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Retrieve and record information from non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from nonfiction</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from nonfiction</li></ul>
Discussing Reading		<ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• Explain clearly their understanding of what is read to them</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>	<ul style="list-style-type: none"><li>• Recommend books that they have read to their peers, giving reasons for their choices</li><li>• Participate in discussions about books, building on their own and others’ ideas and challenging views courteously</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li><li>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• Recommend books that they have read to their peers, giving reasons for their choices</li><li>• Participate in discussions about books, building on their own and others’ ideas and challenging views courteously</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li><li>• Provide reasoned justifications for their views</li></ul>