

	EYFS	Year 1:	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	- to be able to say a sound for each letter in the alphabet - to be able to say at least 10 digraphs - to read words consistent with their phonic knowledge by sound-blending - to read aloud simple sentences and books that are consistent with their phonic knowledge, - to read aloud simple sentences and books that are consistent with their common exception words knowledge	- apply phonic knowledge and skills as the route to decode 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 - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - to know what is meant by (and to recognise) 'common exception words' - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], - understand that the apostrophe in contractions represents the omitted letter(s) - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - reread books to build up their fluency and confidence in word reading - <i>sound and blend unfamiliar printed words quickly and accurately using GPCs and common exception words as taught in Reception</i> - <i>when children can read words accurately and speedily (Y1 GPCs), move onto Year 2 reading objectives.</i> - <i>recognise GPCs in common exception words (e.g., ai in said)</i> - <i>have access to new vocabulary frequently, discussing meaning and applying segmenting and blending</i> - <i>children will read and re-read books which closely match to their developing phonic knowledge and knowledge of common exception words.</i>	- to be able to read all common graphemes - to be able to read unfamiliar words containing these graphemes accurately and without undue hesitation - to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - to increase fluency so that reading becomes easy, automatic, accurate and speedy - to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - to read accurately words of two or more syllables that contain the same graphemes as above - to read words containing common suffixes - to read further common exception words (e.g. you, could, many, people) securely - to note unusual correspondences between spelling and sound and where these occur in the word - to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - to <i>routinely</i> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - to reread these books to build up their fluency and confidence in word reading - <i>revise and consolidate GPC and common exception words as taught in Year 1</i> - <i>when children can read words accurately and speedily (Y1 GPCs), move onto Year 3/4 reading objectives</i> - <i>to recognise syllable boundaries and read each syllable separately before combining them to read the word.</i> - <i>to read suffixes by building on known root words</i> - <i>to understand suffixes as the letters that make it up.</i> - <i>to make choices selecting books using taught strategies on how to do this.</i>	- to read books written at an age-appropriate interest level accurately and at speed without reliance on decoding. - to decode and pronounce most new words outside of their spoken vocabulary - to apply their knowledge of root words, prefixes and suffixes learnt from English Appendix 1 and use this knowledge to read new words aloud and understand their meaning. - to understand where words have originated from and use this knowledge to read new words aloud and understand their meaning - to read further exception words, - to note any unusual correspondences between spelling and sound, and where these occur in a word - to use word reading teaching to develop children's vocabulary - to test out different pronunciations of new, longer words to establish what the word is e.g., 'technical' 'technical'	- to read books written at an age-appropriate interest level accurately and at speed without reliance on decoding. - to decode and pronounce most new words outside of their spoken vocabulary - to apply their knowledge of all root words, prefixes and suffixes from English Appendix 1 and use this knowledge to read new words aloud and understand their meaning. - to understand where words have originated from and use this knowledge to read new words aloud and understand their meaning - to read further exception words - to note any unusual correspondences between spelling and sound, and where these occur in a word - to use word reading teaching to develop children's vocabulary - to test out different pronunciations of new, longer words to establish what the word is e.g., 'technical' 'technical'	- to read a wide range of books and poetry at an age-appropriate interest level with accuracy and at a reasonable speaking pace. - to be able to read most words effortlessly - to pronounce unfamiliar written words with ease - to ask for help in pronouncing and determining mean of unfamiliar words - to apply their knowledge of root words, prefixes and suffixes learnt from English Appendix 1 and use this knowledge to read new words aloud and understand their meaning. - to understand where words have originated from and use this knowledge to read new words aloud and understand their meaning	- to be able to read fluently and effortless across all subject areas - to read a wide range of books and poetry at an age-appropriate interest level with accuracy and at a reasonable speaking pace. - to be able to read most words effortlessly - to pronounce unfamiliar written words with ease - to ask for help in pronouncing and determining mean of unfamiliar words - to apply their knowledge of all root words, prefixes and suffixes from English Appendix 1 and use this knowledge to read new words aloud and understand their meaning. - to understand where words have originated from and use this knowledge to read new words aloud and understand their meaning

	EYFS:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Comprehension: Reading for Pleasure	- to engage actively in stories, non-fiction, rhymes and poems that are read to them - to embed new words in a range of contexts through extensive opportunities to use them - to share ideas with support and modelling from their teacher through conversation, story-telling and role play - to respond to sensitive questioning that invites children to elaborate on their ideas, - to make use of props and materials when role playing characters in narratives and stories. - to recount narratives and stories with peers and teachers. - to adapt narratives and stories with peers and teachers. - to invent narratives and stories with peers and teachers. - to perform songs, rhymes, poems and stories - to talk to adults about the books (stories and non-fiction) they read with them - to enjoy rhymes, poems and songs as a class. - to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	<u>develop pleasure in reading, motivation to read, vocabulary and understanding:</u> - to discuss a wide range of poems, stories and non-fiction which they have listened to, at a level beyond that at which they can read independently - to link what they read or hear to their own experiences - to retell key stories that they are very familiar with including fairy tales and traditional tales - consider characteristics of key characters in key stories explored - to recognise and join in with predictable phrases - to learn to appreciate rhymes and poem - to recite poems and rhymes by heart - to discuss word meanings, linking new meanings to those already known (<i>developing pupils' vocabulary</i>) - to talk about books that have been read to them, take turns and listen to others' ideas. - <i>when reading independently, children should recognise the vocabulary they have already been introduced to in class discussions</i> - <i>to follow rules made by the class about discussions.</i> - <i>to respond to opinions of others.</i> - <i>to use role play to explore characters and try out the language they have been introduced to.</i>	<u>develop pleasure in reading, motivation to read, vocabulary and understanding:</u> - to discuss and express views about a wide range of contemporary and classic poems, stories and non-fiction which they have listened to, at a level beyond that at which they can read independently - to discuss the sequence of events in books - to discuss how items of information are related across a page/ text. - to retell a wide range of stories, fairy tales and traditional tales that children are familiar with - to have access to non-fiction books that are structured in different ways - to recognise language that is repeated in stories and poetry - to discuss and explain the meanings of words - to link new word meanings to known vocabulary - to discuss favourite words and phrases and give reasons for choice - to learn a range of poems by heart - to appreciate a range of poems - to use appropriate intonation when reciting poems learnt, so the meaning is clear. - <i>to read all words in a sentence accurately and precisely</i> - <i>to explain the meaning of new words within their context once it has been explained to them.</i> - <i>to use what children know about words (including prefixes) to work out unknown words.</i> - <i>to use role play and drama to explore characters and try out the language they have been introduced to.</i>	- to read independently, fluently, enthusiastically, widely and frequently. - to enjoy reading stories, poetry, plays and non-fiction - to be able to read silently. - to explain views about what they have read. - <i>to listen frequently to stories, poems, non-fiction and other writing (including whole books) for enjoyment.</i> - <i>to experience a range of authors and books that children may choose for themselves.</i> - to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that children have listened to - to read books that are structured in different ways - to read for a range of purposes - to use dictionaries to check the meaning of words that they have read - to retell orally: stories, fairy tales, myths and legends that children have been made familiar with. - to identify themes and conventions in a wide range of books - to prepare poems and play scripts to read aloud - to perform poems and playscripts, showing understanding through intonation, tone, volume and action and apply this. - <i>to use drama approaches to understand how to perform plays and poems.</i> - to discuss and explain words and phrases that capture the reader's interest and imagination - to recognise some different forms of poetry [for example, free verse, narrative poetry] - to discuss and explain words and phrases that capture the reader's interest and imagination - to recognise some different forms of poetry [for example, free verse, narrative poetry] - to participate in discussion about both books that are read to them and those they can read for themselves, - to take turns and listen to what others say - <i>to apply class rules for effective discussion</i> - <i>to choose and select books for own reading based on strategies taught by the teacher.</i> - <i>to use strategies to find specific information in a text (e.g., contents/ index)</i>	- to read independently, fluently, enthusiastically, widely and frequently. - to enjoy reading stories, poetry, plays and non-fiction - to be able to read silently. - to explain views about what they have read. - <i>to listen frequently to stories, poems, non-fiction and other writing (including whole books) for enjoyment.</i> - to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that children have listened to - to read books that are structured in different ways - to read for a range of purposes - to use dictionaries to check the meaning of words that they have read - to retell orally: stories, fairy tales, myths and legends that children have been made familiar with. - to identify themes and conventions in a wide range of books - to prepare poems and play scripts to read aloud - to perform poems and playscripts, showing understanding through intonation, tone, volume and action and apply this. - <i>to use drama approaches to understand how to perform plays and poems.</i> - to discuss and explain words and phrases that capture the reader's interest and imagination - 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to be familiar 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 - <i>to listen frequently to stories, poems, non-fiction and other writing (including whole books) for enjoyment.</i> - <i>to experience a range of authors and books that children may choose for themselves.</i> - to recommend books that they have read to their peers, giving reasons for their choices - to identify and discuss themes and conventions in and across a wide range of writing - to make comparisons within and across books - to learn a wider range of poetry by heart - to prepare poems and plays to read aloud - to rehearse a reading before performing, considering intonation -to perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - 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 explain and discuss their understanding of what they have read, - to use formal presentations and debates to explain what they have read, maintaining a focus on the topic and using notes where necessary - to provide reasoned justifications for their views - <i>to use strategies to find specific information in a text (e.g., contents/ index)</i>	- to read widely, and frequently for pleasure and information. - to read silently with good understanding - to infer meanings of unfamiliar words - to participate in discussions about what they have read. - to share vocabulary that they especially enjoy - to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - to read books that are structured in different ways - to read for a range of purposes - to be familiar 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 - <i>to listen frequently to stories, poems, non-fiction and other writing (including whole books) for enjoyment.</i> - <i>to experience a range of authors and books that children may choose for themselves.</i> - to recommend books that they have read to their peers, giving reasons for their choices - to identify and discuss themes and conventions in and across a wide range of writing - to make comparisons within and across books - to learn a wider range of poetry by heart - to prepare poems and plays to read aloud - to rehearse a reading before performing, considering intonation -to perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - 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 explain and discuss their understanding of what they have read, - to use formal presentations and debates to explain what they have read, maintaining a focus on the topic and using notes where necessary - to provide reasoned justifications for their views - <i>to use strategies to find specific information in a text (e.g., contents/ index)</i>

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Comprehension: Understanding of Text	- to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - to make comments about what they have heard and ask questions to clarify their understanding; - to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - to demonstrate understanding of what has been read to them - to retell stories and narratives using their own words and recently introduced vocabulary - to anticipate – where appropriate – key events in stories <u>to use knowledge from stories, and non-fiction texts to describe:</u> - their immediate environment - similarities and differences between different religious and cultural communities in this country - similarities and differences between life in this country and life in other countries - similarities and differences between things in the past and now - settings, characters and events - similarities and differences between the natural world around them and contrasting environments	<u>including both the books they can already read accurately and fluently and those they hear:</u> - to draw on what they already know to support understanding of the book - to use background information and vocabulary (provided by the teacher) to support understanding of the book - to check that the text makes sense to them as they read (<i>by recognising that what they've read does not match the context and rereading misread text</i>) - to clearly explain their understanding of what is read to them - 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 - to answer questions about a text - to ask questions about a text - <i>to explain cause and effect in narrative (e.g., what has prompted a character's behaviour)</i> - <i>to explain cause and effect in non-fiction (e.g., why certain dates are commemorated annually).</i> - <i>to listen to and consider the ideas of the teacher 'thinking aloud' when books are read to them.</i> - <i>to understand the difference between written and spoken language</i> - <i>to join in with discussions by using strategies taught by the teacher</i> - <i>to listen to other people's opinions and give own views</i> - <i>to act on feedback about how to discuss texts effectively.</i>	<u>including both the books they can already read accurately and fluently and those they hear:</u> - to draw on what they already know to support understanding of the book - to use background information and vocabulary (provided by the teacher) to support understanding of the book - to check that the text makes sense to them as they read (<i>by recognising that what they've read does not match the context and rereading misread text</i>) - 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 - to answer questions about a text - 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to justify inferences with evidence - to predict what might happen from details stated and implied - to identify main ideas drawn from more than 1 paragraph (<i>e.g., the theme of good over evil/ magical devices in fairy stories and folk tales</i>) - to summarise main ideas drawn from more than 1 paragraph - to identify how language, structure, and presentation contribute to meaning (<i>e.g., greeting in letters, diary entry in first person/ numbering/ headings in instructions</i>)	<u>understanding what they read independently:</u> - to understand figurative language - to be able to distinguish shades of meaning among related words - to check that the text makes sense to them - to discuss and explain their understanding of the meaning of words in context - to ask questions about the text to improve their understanding - to draw inferences such as inferring characters' feelings, thoughts and motives from their actions - to justify inferences with evidence - to predict what might happen from details stated and implied - 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to identify how language, structure and presentation contribute to meaning (<i>e.g., first person in diary entries/ autobiographies</i>) - to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (<i>e.g., alliteration, metaphor, simile, analogy, imagery, style, effect</i>) - to distinguish between statements of fact and opinion - to retrieve and record information from non-fiction - to retrieve and present information from non-fiction - <i>to use retrieval of information skills in reading history, geography, science and other contexts: galleries, museums, theatre programmes/ reviews.</i> - <i>to compare characters, settings, themes and other aspects within a text and across more than one text.</i> - <i>to consider different accounts of the same event within a text and across more than one text.</i> - <i>to discuss viewpoints of both authors and of fictional characters within a text and across more than one text.</i>	- <i>to apply comprehension skills to a range of complex texts</i> - 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