

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to grapheme for the 44 phonemes.</p> <p>Recognise and use the different ways of pronouncing the same grapheme eg w in cow and snow.</p> <p>Read accurately by blending sounds in unfamiliar words.</p>	<p>Read aloud books closely match to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically and without undue hesitation.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read frequently encountered words quickly and accurately without overt sounding out and blending.</p> <p>Read further common</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings eg un, dis, mis, re, pre, im, in.</p> <p>Use suffixes to understand meanings eg ly, ous.</p> <p>Read and understand words from the Y3 list.</p>	<p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings eg in, ir, sub, inter, super, anti, auto.</p> <p>Use suffixes to understand meanings eg –ation, -tion, -ssion, -cian, -sion.</p> <p>Read and understand words from the Y4 list.</p>	<p>Use knowledge of root words to understand meaning. Use suffixes to understand meanings of words eg ant, ance, ancy and ent, ence, ency and ible, able, ably, ibly.</p> <p>Read and understand words from the Y5 list.</p>	<p>Work out unfamiliar words by focussing on all letters in the word.</p> <p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change.</p> <p>Use suffixes to understand meanings eg –cious, -tious, -tial.</p> <p>Read and understand words from the Y6 list.</p> <p>Use etymology to help the pronunciation of new words eg chef, claet, machine, brochure – French in origin.</p>

		<p>Read common exception words, noting tricky parts (Year 1 list).</p> <p>Read words containing –s, -es, -ing, -ed, -er and –est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading.</p> <p>Read words with contractions eg I'm, we'll, I'll and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common</p>	<p>exception words, noting tricky parts (Year 2 list).</p> <p>Read words containing common suffixes eg –ness, -ment, -ful, -less, -ly, -ed, -er, -est, -y.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for a grapheme ef ou in shoulder, roundabout, grouping</p> <p>Re-read books to build up fluency and confidence in word reading.</p>				
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		exception word recognition.					
<b>Developing pleasure in reading and motivation to read (UKS2 maintaining positive attitudes to reading)</b>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Relates text to own experiences.</p> <p>Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Make personal reading choices and explain reasons for choices.</p>	<p>Sequence and discuss the main events in stories and recounts.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p>	<p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales eg Grimm's Fairy Tales.</p> <p>Identify and discuss themes eg good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p> <p>Identify and discuss conventions eg numbers three and seven in fairy tales, magical sentence repeated several times.</p> <p>Prepare poems and play scripts to</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms eg fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</p> <p>Orally retell a range of stories including less familiar fairy stories, myths and legends.</p> <p>Identify, analyse and discuss themes eg safe and dangerous, just and unjust, origins of the earth, its people and animals.</p> <p>Prepare poems and play scripts to read aloud, showing</p>	<p>Recommend books to their peers with reasons for choices.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p>	<p>Recommend books to their peers with detailed reasons for their opinions.</p> <p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p>

				read aloud, showing understanding through intonation, tone, volume and action.	understanding through intonation, tone, volume and action.  Learn a range of poems by hear and rehearse for performance.		
<b>Understanding texts they read independently and those which are read to them.</b>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes</p>	<p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Activate prior knowledge eg what do you know about minibeasts?</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and</p>	<p>Identify, discuss and collect favourite words and phrases.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Use morphology to work out the meaning of unfamiliar words.</p> <p>Activate prior knowledge, raise questions and find and note answers eg KWL.</p> <p>Check that texts make sense while</p>	<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Use intonation, tone and volume when reading aloud.</p>	<p>Identify, discuss and collect effective words and phrases which capture the readers; interest and imagination eg metaphor, similes.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a</p>	<p>Explain the meaning of words within the context of the text.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding eg through discussion, use of reading journals.</p> <p>Demonstrate active reading strategies eg generating questions, noting thoughts.</p>	<p>Explain the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies eg challenging peers with questions, justifying opinions, responding to different views.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Infer characters' feelings, thoughts and motive from</p>

	and poems and during role play.	drama, drawing on language form the text.	reading and self-correct.	Take note of punctuation when reading aloud.	range of audiences.	Infer characters' feelings, thoughts and motives from their actions and justify with evidence.	their actions, justifying inferences with evidence eg Point+ evidence+ explanation.
		Give opinions and support with reasons eg I like Little Red Hen because she...	Use tone and intonation when reading aloud.	Discuss their understanding of the text.	Demonstrate active reading strategies and capture in reading journals eg generating questions, finding answers, refining thinking, modifying questions, constructing images.	Predict what might happen from information stated and implied. Through close reading of the text, re-reading and reading ahead to locate clues to support understanding. Explore themes within and across texts eg loss, heroism, friendship.	Predict what might happen from information stated and implied.
		Explain clearly their understanding of what is read to them.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language form the text.	Raise questions during the reading process to deepen understanding eg I wonder why the character... Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.			Through close reading, re-reading and reading ahead to locate clues to support understanding and justify with evidence from the text.
		Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.	Explain and discuss their understanding, giving opinions and supporting with reasons.		Draw inferences around characters' thoughts, feelings, actions and motives and justify with evidence from the text using point and evidence. Make predictions based on information stated and implied.		
		Identify and discuss the main events in stories.	Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions.	Make predictions based on details stated.		Make comparisons within a text eg characters' viewpoints of same events.	Recognise themes within and across texts eg hope, peace, fortune, survival.
		Make predictions based on what has been read so far.		Justify response to the text using PE prompt (point and evidence).			
		Identify and discuss the main	Make predictions based on what	Discuss the purpose of paragraphs.	Justify responses to the text using the PE prompt.	Distinguish between statements of fact or opinion within a text.	Make comparison within and across texts eg similar events in different books eg being an evacuee in

		<p>characters in stories.</p> <p>Make basic inferences about what is being said and done.</p>	<p>has been read so far and give reasons.</p> <p>Make inferences about characters and events using evidence from the text eg think, say, feel.</p>	<p>Identify a key idea in a paragraph.</p> <p>Analyse and evaluate texts looking at language, structure and presentation eg persuasive letter, diary, calligrams.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these eg Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>Recognise and analyse different forms of poetry eg haiku, limericks, kennings.</p>	<p>Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text eg using PEE prompt.</p> <p>Identify how language, structure and presentation contribute to meaning eg formal letter, informal diary, persuasive speech.</p>	<p>Carrie's War and Goodnight Mr Tom. Compare characters within and across texts.</p> <p>Compare texts written in different periods.</p> <p>Distinguish between statements of fact or opinion across a range of texts. Scan for key information.</p> <p>Skim for gist.</p> <p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p>
<b>Non-fiction information retrieval</b>		<p>Recall specific information from non-fiction texts.</p> <p>Locate parts of text that give particular information eg titles, contents</p>	<p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p>	<p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p>	<p>Distinguish between statements of fact or opinion within a text.</p> <p>Scan for key words and text mark to</p>	<p>Scan for key information.</p> <p>Skim for gist.</p> <p>Use a combination of skimming, scanning and close reading</p>

		<p>page and labelled diagram.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.</p>	<p>Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions.</p>	<p>Evaluate how specific information is organised within a non-fiction text eg text boxes, contents, bullet points, glossary, diagrams.</p> <p>Quickly appraise a text to evaluate usefulness.</p> <p>Navigate texts in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p>	<p>Analyse and evaluate how specific information is organised within a non-fiction text.</p> <p>Scan for dates, numbers and names.</p> <p>Navigate texts eg contents and index page to locate and retrieve information.</p> <p>Record information from a range of non-fiction texts.</p>	<p>locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text eg using PEE prompt.</p> <p>Identify how language, structure and presentation contribute to meaning eg formal letter, persuasive speech.</p>	<p>across a text to locate specific detail.</p> <p>Distinguish between statements of fact or opinion across a range of texts.</p>
Evaluating the impact of the author's use of language						<p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the author's choice of language.</p>	<p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the author's choice of language and reasons why the author may</p>

							have selected these words, phrases and techniques.
<b>Participating in discussion</b>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-</p>	<p>Listen to what others say.</p> <p>Take turns.</p>	<p>Participate in discussions about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussions. Consider other points of view.</p> <p>Listen and respond to contributions from others.</p>	<p>Participate in discussion about what is read to them and books they have read independently.</p> <p>Develop and agree on rules for effective discussion.</p> <p>Take turns and listen to what others say.</p> <p>Make and respond to contributions in a variety of group situations eg whole class, pairs, guided groups, book circles.</p>	<p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Develop, agree on and evaluate rules for effective discussion.</p> <p>Make and respond to contributions in a variety of group situations.</p>	<p>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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p>	<p>Participate in discussions about books, building on their own ideas and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentation individually and in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p>



	<p>forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and</p>					<p>Respond to questions generated by a presentation.</p> <p>Participate in debates on an issue related to reading (Fiction or non-fiction).</p>	
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	future tenses and making use of conjunctions, with modelling and support from their teacher.						
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