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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. | | | |
| ***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 words  accurately 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. |
| Comprehension  Inference and  Prediction |  | * 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. |