	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading **Decode IT** **Define IT**	● 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 ● Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings ● Read other words of more than one	● Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● Read accurately words of two or more syllables that contain the same graphemes as above ● Read words containing common suffixes ● Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word ● Read most words quickly and	● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	● Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	● Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

	syllable that contain taught GPCs • Read words with contractions: e.g. **I'm**, **I'll**, **we'll**, and understand that the apostrophe represents the omitted letter(s) • 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 • Re-read these books to build up their fluency and confidence in word reading	accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading				
Range of reading	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at	• Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	• Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	• Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	• Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences	which they can read independently	• Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	• Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	• Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes • Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books	• Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes • Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books
Familiarity with texts **Retell IT** **Summarise IT**	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry	• Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes	• Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in	• Maintain positive attitudes to reading and understanding of what they read by: increasing 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 • Maintain positive attitudes to reading and understanding of what they read by:	• Maintain positive attitudes to reading and understanding of what they read by: increasing 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 • Maintain positive attitudes to reading and understanding of what they read by:

				and conventions in a wide range of writing	*and across* a wide range of writing	identifying and discussing themes and conventions in and across a wide range of writing	identifying and discussing themes and conventions in and across a wide range of writing
Poetry Enjoy IT Perform IT	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry,	• Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	• Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart • Maintain positive attitudes to reading and understanding of what they read by: preparing 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	• Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart • Maintain positive attitudes to reading and understanding of what they read by: preparing 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
Word Meanings A-Z Define IT Retrieve IT	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words,	• Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read	• Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the

		linking new meanings to known vocabulary			meaning of new words that they meet	meaning of new words that they meet
Underst -anding Interpret IT Visualise IT	• Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher • Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related • Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher • Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading	• Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text • Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these	• Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text • Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these	• Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Understand what they read by: asking questions to improve their understanding • Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	• Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Understand what they read by: asking questions to improve their understanding • Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Inference Interpret IT	• Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events • Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done	• Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done • Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions	• Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence	• Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
Prediction Predict IT Analyse IT	• Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far	• Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far	• Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied	• Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied	• Understand what they read by: predicting what might happen from details stated and implied	• Understand what they read by: predicting what might happen from details stated and implied
Authorial Intent Analyse IT	• Consider particular characteristics of key stories, fairy stories and traditional tales	• Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their	• Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture	• Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Visualise IT		favourite words and phrases	• the reader's interest and imagination • Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning	• the reader's interest and imagination • Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning	• Understand what they read by: identifying how language, structure and presentation contribute to meaning	• Understand what they read by: identifying how language, structure and presentation contribute to meaning
Non-fiction Enjoy IT Retrieve IT	• Listening and discussing a wide range of non-fiction at a level beyond that at which they can read independently	• Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways	• Retrieve and record information from non-fiction	• Retrieve and record information from non-fiction	• Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	• Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction
Discussing reading Review IT Connect IT Compare IT	• Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them	• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that	• 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	• 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	• Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices • 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	• 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 • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining

| | | they read for themselves | | | challenging views courteously
• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
• Provide reasoned justifications for their views | a focus on the topic and using notes where necessary
• Provide reasoned justifications for their views |