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| **Reading: Word reading** |
| **Rec/ELG** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Use **phonic knowledge** to decode regular words and read them aloud accurately. ELGRead some **common irregular words**. ELG | Apply **phonic knowledge** & skills as the route to decode words.  | Continue to apply **phonic knowledge** & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.  |  |  |
| Respond speedily with the correct sound to **graphemes** for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  | Read accurately by **blending** the sounds in words that contain the **graphemes** taught so far, especially recognising 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 further **common exception words**, noting unusual correspondence between spelling & sound and where these occur in the word. | Read further **exception words**, noting the 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 syllable** that contain taught GPCs. | Read accurately **words of two or more syllables** that contain the 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 most words quickly and accurately, **without overt sounding & blending**, when they have been frequently encountered.  |  |  |
| **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. | **Read aloud** books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.  |  |  |
| Re-read these books to build up their **fluency & confidence** in word reading. | Re-read these books to build up their **fluency & confidence** in word reading.  |  |  |
|  | Read words containing common **suffixes**. | 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. | 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. |



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| **Reading: Comprehension1** |
| **Rec/ELG** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
|  | Develop **pleasure** in reading, **motivation** to read, and **understanding** by: | Develop **positive attitudes** to reading and **understanding** of what they read by: | Maintain **positive attitudes** to reading and **understanding** of what they have read by: |
|  | **Listening** to & **discussing** a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently | **Listening** to, **discussing** & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently | **Listening** to and **discussing** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | Continuing to **read** & **discuss** an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  |
|  | Being encouraged to **link what they read** or hear read to their own experiences |  |  |  |
|  |  | Discussing the **sequence of events** in books & how items of information are related.  | Reading books that are **structured** in different ways and reading for a **range of purposes**. | Reading books that are **structured** in different ways and reading for a **range of purposes**. |
|  |  |  | Using **dictionaries** to check the meaning of words that they have read. |  |
|  | Becoming very **familiar** with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics | Becoming increasingly **familiar** with & retelling a wider range of stories, fairy stories & traditional tales. | Increasing their **familiarity** with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally. | Increasing their **familiarity** with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. |
|  |  |  |  | **Recommending books** that they have read to their peers, giving reasons for their choices.  |
|  | Recognising & joining in with **predictable phrases** | Recognising simple **recurring literary language** in stories & poems. |  |  |
|  |  | Discussing their favourite words & phrases. | Discussing words & phrases that **capture the reader’s interest** and imagination. |  |
|  |  |  | Identifying **themes & conventions** in a wider range of books. | Identifying & discussing **themes & conventions** in and across a wide range of writing. |
|  |  |  |  | Making **comparisons** within & across books.  |
|  |  |  | Recognising some **different forms of poetry** (e.g. free verse, narrative poetry). |  |
|  | Learning to appreciate **rhymes & poems**, and to recite some by heart | Continuing to build up a repertoire of **poems** learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear. | Preparing **poems** and **play scripts** to read aloud and perform, showing understanding through intonation, tone, volume and action.  | Learning a wider range of **poetry** by heart.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.  |
|  |  | Being introduced to **non-fiction** books that are structured in different ways. |  |  |
|  | Discussing **word meanings**, linking new meanings to those already known. | Discussing & clarifying the **meaning of words**, linking new meanings to known vocabulary.  |  |  |



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| **Reading: Comprehension2**  |
| **Rec/ELG** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Read & **understand** simple sentences. ELGDemonstrate **understanding** when talking to others about what they have read. ELG | **Understand** both the **books they can already read accurately and fluently** and those they **listen to** by: | **Understand** what they read, in **books they can read independently**, by | **Understand** what they read by: |
| Drawing on **what they already know** or on background information & vocab provided by the teacher. | Drawing on **what they already know** or on background information & vocab provided by the teacher. |  |  |
| Checking that the text **makes sense** to them as they read & correcting inaccurate reading.  | Checking that the text **makes sense** to them as they read & correcting inaccurate reading. | Checking that the text **makes sense** to them, discussing their understanding & explaining the meaning of the words in context. | Checking that the book **makes sense** to them, discussing their understanding & exploring the meaning of the words in context. |
| Discussing the significance of the title & events |  |  |  |
| Making **inferences** on the basis of what is being said & done | Making **inferences** on the basis of what is being said & done | Drawing **inferences** such as inferring characters’ feelings, thoughts & motives from their actions, & justifying inferences with evidence  | Drawing **inferences** such as inferring characters’ feelings, thoughts & motives from their actions, and justifying inferences with evidence. |
| **Predicting** what might happen on the basis of what has been read so far | **Predicting** what might happen on the basis of what has been read so far | **Predicting** what might happen from details stated & implied | **Predicting** what might happen from details stated and implied.  |
|  | Answering & asking **questions** | Asking **questions** to improve their understanding of the text. | Asking **questions** to improve their understanding. |
|  |  |  | Provide reasoned justifications for their views.  |
|  |  |  | Discuss & evaluate how authors **use language**, including figurative language, considering the impact on the reader. |
|  |  | Identifying **main ideas** drawn from more than one paragraphs & summarise these. | Summarising the **main idea** drawn from more than one paragraph, identifying key details that support the main ideas. |
|  |  | Identifying how **language, structure & presentation** contribute to meaning. | Identifying how **language, structure & presentation** contribute to meaning. |
|  |  | Retrieve & record information from non-fiction.. | Retrieve, record & present information from **non-fiction**. |
|  |  |  | Distinguish between statements of **fact & opinion**.  |
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| Participate in **discussion** about what is read to them, taking turns & listening to what others say. | Participate in **discussion** about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say. | Participate in **discussion** about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say. | Participate in **discussion** about both books that are read to them and those that they can read for themselves, building on their own & others’ ideas & challenging views courteously. |
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| Explain clearly their **understanding** of what is read to them. | Explain & discuss their **understanding** of books, poems & other material, both those that they listen to & those that they read for themselves.  |  | Explain & 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.  |