Reading

 Year 1 Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes 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 words with contractions (e.g., I'm, I'll, we'll) and understand that the apostropher represents the omitted letter(s) Read aloud accurately books that are consistent with their 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 	 e to decode words. deliy with the correct aphemes for all 40+ including, where alternative sounds es. Read accurately by blending unfamiliar words and sounds in words that contain the sounds in words of yraphemes and accurately words of two or more syllables that contain the sounds in words containing common occur in the word Read accurately words of two or more syllables that contain the sounds in words containing common suffixes Read further common exception words, in oting unusual correspondences between spelling and sound where these occur in the word Read further common exception words, in oting unusual correspondences between spelling and sound where these occur in the word Read most words quickly and accurately books that the apostrophe the mitted letter(s) accurately books to build up the sitation Re-read these books to build up Read accurately and without undue hesitation 	 Year 3 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 	 Year 4 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 	 Year 5 Apply their knowledge of root words, prefixes & suffixes (morphology & etymology) both to read aloud & to understand the meaning of new words that they meet 	Year 6 • Apply their knowledge of root words, prefixes & suffixes (morphology & etymology) both to read aloud & to understand the meaning of new words that they meet	

•	Listening to and discussing a	•	Listen to, discuss & express	•	Listening to and discussing a	•	Listening to and discussing a	•	Continuing to read and discuss an	•	Continuing to read and discuss an
	wide range of poems, stories and		views about a wide range of		wide range of fiction, poetry,		wide range of fiction, poetry,		increasingly wide range of		increasingly wide range of
	non-fiction at a level beyond		contemporary & classic poetry,		plays, non-fiction and reference or text books		plays, non-fiction and reference		fiction, poetry, plays, non-		fiction, poetry, plays, non-
	that at which they can read independently		stories & non-fiction at a level beyond that at which they can				or text books		fiction and reference books or textbooks		fiction and reference books or textbooks
			read independently	•	Reading books that are structured	•	Reading books that are structured		ceneboond		centeboond
•	Being encouraged to link what they read or hear read to their	-	Discussing the sequence of events		in different ways and reading for a range of purposes		in different ways and reading for a range of purposes	•	Reading books that are structured in different ways and reading for	•	Reading books that are structured in different ways and reading for
	own personal experiences	•	in books and how items of		Using a dictionary to check the		Using a dictionary to check the		a range of purposes		a range of purposes
	Becoming very familiar with key		information are related	•	meaning of words that they have	•	meaning of words that they have		Increasing familiarity with a		Increasing familiarity with a
	stories, fairy stories and	•	Becoming increasingly familiar		read		read	-	wide range of books, including	-	wide range of books, including
	traditional tales, retelling		with and retelling a wider range	•	Increasing their familiarity	•	Increasing their familiarity		myths, legends & traditional		myths, legends & traditional
	them and considering their		of stories, fairy stories and		with a wide range of books,		with a wide range of books,		stories, modern fiction, fiction		stories, modern fiction, fiction
	particular characteristics		traditional tales		including fairy stories, myths		including fairy stories, myths		from our literary heritage & from		from our literary heritage & from
•	Recognising and joining in with predictable phrases	•	Being introduced to non-fiction books that are structured in		and legends, and retelling some of these orally		and legends, and retelling some of these orally		other cultures & traditions Recommending books that they have		other cultures & traditions Recommending books that they have
	Learning to appreciate rhymes and		different ways		Identifying themes and		Identifying themes and	•	read to their peers, giving	•	read to their peers, giving
•	poems, and able to recite some by		Recognising simple recurring	•	conventions in a wide range of	•	conventions in a wide range of		reasons for their choices		reasons for their choices
	heart		literary language in stories and		books		books	•	Identifying and discussing	•	Identifying and discussing
•	Discussing word meanings,		poetry	•	Preparing simple poems and play	•	Preparing simple poems and play		themes and conventions in and		themes and conventions in and
	linking new meanings to those	•	Discussing and clarifying the		scripts to read aloud and to		scripts to read aloud and to		across a wide range of writing		across a wide range of writing
	already known		meanings of words, linking new		perform, showing understanding		perform, showing understanding	•	Making comparisons within and	•	Making comparisons within and
I I •	Drawing on what they already know		meanings to known vocabulary; discussing their favourite words		through intonation, tone, volume and action	1	through intonation, tone, volume and action		across books	Ι.	across books
	or on background information and vocabulary provided by the		and phrases		and action Discussing words and phrases that		and action Discussing words and phrases that	•	Learning a wider range of poetry by heart	•	Learning a wider range of poetry by heart
	teacher	•	Continuing to build up a	•	capture the reader's interest and	1	capture the reader's interest and		Preparing poems and plays to read	l .	Preparing poems and plays to read
	Checking that the text makes		repertoire of poems learnt by		imagination		imagination	•	aloud and to perform, showing	•	aloud and to perform, showing
	sense to them as they read and		heart, appreciating these and	•	Recognising some different forms	•	Recognising some different forms		understanding through	1	understanding through
	correcting inaccurate reading		reciting some, with appropriate		of poetry (e.g. free verse,	1	of poetry (e.g. free verse,	1	intonation, tone and volume so	1	intonation, tone and volume so
•	Discussing the significance of		intonation to make the meaning clear		narrative poetry)		narrative poetry)		that the meaning is clear to an		that the meaning is clear to an
	the title and events		Drawing on what they already know	•	Checking that the text makes	•	Checking that the text makes		audience		audience
•	Making inferences on the basis of	•	or on background information and		sense to them, discussing their understanding and explaining the		sense to them, discussing their understanding and explaining the	•	Checking that the book makes sense to them, discussing their	•	Checking that the book makes sense to them, discussing their
ч о	what is being said and done Predicting what might happen on		vocabulary provided by the		meaning of words in context		meaning of words in context		understanding and exploring the		understanding and exploring the
.e. •	the basis of what has been said		teacher	•	Asking questions to improve their	•	Asking questions to improve their		meaning of words in context		meaning of words in context
Sus	so far	•	Checking that the text makes		understanding of a text		understanding of a text	•	Asking questions to improve their	•	Asking questions to improve their
rehensio	Participate in discussion about		sense to them as they read and	•	Drawing inferences such as	•	Drawing inferences such as		understanding		understanding
ЪĽ	what is read to them, taking		correcting inaccurate reading Making inferences on the basis of		inferring characters' feelings,		inferring characters' feelings,	•	Drawing inferences such as	•	Drawing inferences such as
EO	turns and listening to what	•	Making inferences on the basis of what is being said and done		thoughts and motives from their actions, and justifying		thoughts and motives from their actions, and justifying		inferring characters' feelings, thoughts and motives from their		inferring characters' feelings, thoughts and motives from their
0	others say		Answering and asking questions		inferences with evidence		inferences with evidence		actions, and justifying		actions, and justifying
•	Explain clearly their understanding of what is read to		Predicting what might happen on		Predicting what might happen from		Predicting what might happen from		inferences with evidence		inferences with evidence
	them		the basis of what has been read		details stated and implied		details stated and implied	•	Predicting what might happen from	•	Predicting what might happen from
•			so far	•	Identifying main ideas drawn from	•	Identifying main ideas drawn from		details stated and implied		details stated and implied
		•	Participate in discussion about		more than one paragraph and		more than one paragraph and	•	Summarising the main ideas drawn	•	Summarising the main ideas drawn
			books, poems & other works that		summarise these		summarise these		from more than one paragraph,		from more than one paragraph,
			are read to them & those that they can read for themselves,	•	Identifying how language,	•	Identifying how language,		identifying key details that support the main ideas		identifying key details that support the main ideas
			taking turns & listening to what		structure and presentation contribute to meaning	1	structure and presentation contribute to meaning	•	Identifying how language,	•	Identifying how language,
			others say	•	Retrieve and record information	•	Retrieve and record information		structure and presentation	1	structure and presentation
		•	Explain and discuss their	-	from non-fiction		from non-fiction		contribute to meaning	1	contribute to meaning
1		1	understanding of books, poems and	•	Participate in discussion about	•	Participate in discussion about	•	Discuss and evaluate how authors	•	Discuss and evaluate how authors
			other material, both those that they listen to and those that		both books that are read to them	1	both books that are read to them		use language, including	1	use language, including
			they listen to and those that they read for themselves.		and those they can read for	1	and those they can read for		figurative language, considering the impact on the reader	1	figurative language, considering the impact on the reader
			ency read for enemberies.		themselves, taking turns and listening to what others say		themselves, taking turns and listening to what others say		Distinguish between statements		Distinguish between statements
					iistening to what others say		iistening to what others say	•	of fact and opinion	•	of fact and opinion
								•	Retrieve, record and present	•	Retrieve, record and present
						1			information from non-fiction	1	information from non-fiction
1 1						1		•	Participate in discussions about	•	Participate in discussions about
						1			books read to them & those they	1	books read to them & those they
						1			can read for themselves, building	1	can read for themselves, building
1		1				1		1	on their own & others' ideas & challenging views courteously	1	on their own & others' ideas & challenging views courteously
						1		•	Explain/discuss their		Explain/discuss their
						1		1	understanding of what they have	1 Č	understanding of what they have
						1			read, including through formal	1	read, including through formal
						1		1	presentations/debates, maintain	1	presentations/debates, maintain
						1			a focus on the topic/using notes	1	a focus on the topic/using notes
						1			where necessary Provide reasoned justifications	1.	where necessary Provide reasoned justifications
						1		Ī	for their views	1	for their views
								1			