## Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	•Apply phonic knowledge to decode words.  •Speedily read all 40+ letters/groups for 40+ phonemes.  •Read accurately by blending taught GPC.  •Read common exception words.  •Read common suffixes (-s, -es, -ing, -ed, etc.)  •Read multisyllable words containing taught GPCs.  •Read and and apply to spellings GPCs taught up to and including	•Apply phonic knowledge to decode words.  •Speedily read all 40+ letters/groups for 40+ phonemes.  •Read accurately by blending taught GPC.  •Read common exception words.  •Read common suffixes (-s, -es, -ing, -ed, etc.)  •Read multisyllable words containing taught GPCs.  •Read contractions and understand use of apostrophes.	•Secure phonic decoding until reading is fluent.  •Read accurately by blending, including alternative sounds for graphemes.  •Read multisyllable words containing these graphemes.  •Read common suffixes.  •Read exception words, noting unusual correspondences.  •Read most words quickly & accurately without overt sounding and blending.	•Apply their growing knowledge of root words, prefixes and suffixes, 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, 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), 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), both to read aloud and to understand the meaning of new words that they meet
	spellings GPCs taught	understand use of	without overt sounding				
	phonically-decodable texts	up to and including phonic phase 5  •Read aloud phonically-decodable texts					

	•listening to and	•listening to and	<ul> <li>Listening to, discussing</li> </ul>	<ul><li>Listening to and</li></ul>	<ul><li>Listening to and</li></ul>	<ul> <li>Continuing to read and</li> </ul>	<ul> <li>Continuing to read and</li> </ul>
	discussing a wide range	discussing a wide range	and expressing views	discussing a wide range	discussing a wide range	discuss an increasingly	discuss an increasingly
	of poems, stories and	of poems, stories and	about a wide range of	of fiction, poetry, plays,	of fiction, poetry, plays,	wide range of fiction,	wide range of fiction,
	non-fiction at a level	non-fiction at a level	contemporary and	non-fiction and	non-fiction and	poetry, plays,	poetry, plays,
	beyond that at which	beyond that at which	classic poetry, stories	reference books or	reference books or	non-fiction and	non-fiction and
reading	they can read	they can read	and non-fiction at a	textbooks.	textbooks.	reference books or	reference books or
pe	independently.	independently.	level beyond that at			textbooks.	textbooks
- e			which they can read	•Reading books that are	•Reading books that are		
ō	Being encouraged to	Being encouraged to	independently.	structured in different	structured in different	•Reading books that are	<ul> <li>Reading books that are</li> </ul>
Range	link what they read or	link what they read or	,	ways and reading for a	ways and reading for a	structured in different	structured in different
ar	hear read to their own	hear read to their own		range of purposes.	range of purposes.	ways and reading for a	ways and reading for a
-	experiences.	experiences.				range of purposes.	range of purposes.
						Making comparisons	<ul> <li>Making comparisons</li> </ul>
						within and across	within and across
						books.	books.
	Becoming very familiar	Becoming very familiar	Becoming increasingly	•Increasing their	•Increasing their	•Increasing their	•Increasing their
	with key stories, fairy	with key stories, fairy	familiar with and	familiarity with a wide	familiarity with a wide	familiarity with a wide	familiarity with a wide
	stories and traditional	stories and traditional	retelling a wider range	range of books,	range of books,	range of books,	range of books,
	tales, retelling them	tales, retelling them	of stories, fairy stories	including fairy stories,	including fairy stories,	including myths,	including myths,
ž,	and considering their	and considering their	and traditional tales.	myths and legends, and	myths and legends, and	legends and traditional	legends and traditional
5	particular	particular		retelling some of these	retelling some of these	stories, modern fiction,	stories, modern fiction,
ξ	characteristics.	characteristics.	<ul> <li>Recognising simple</li> </ul>	orally.	orally.	fiction from our literary	fiction from our literary
>			recurring literary			heritage, and books	heritage, and books
.≥	<ul><li>Recognising and</li></ul>	<ul><li>Recognising and</li></ul>	language in stories and	<ul><li>Identifying themes</li></ul>	<ul><li>Identifying themes</li></ul>	from other cultures and	from other cultures and
<u>a</u> .	joining in with	joining in with	poetry.	and conventions in a	and conventions in a	traditions.	traditions.
miliarity	predictable phrases.	predictable phrases.		wide range of books.	wide range of books.		
Fa						<ul><li>Identifying and</li></ul>	<ul><li>Identifying and</li></ul>
						discussing themes and	discussing themes and
						conventions in and	conventions in and
						across a wide range of	across a wide range of
						writing.	writing.

Poetry and performance	•Learning to join in with action rhymes, nursery rhymes and simple poems, and to recite some by heart.	•Learning to appreciate rhymes and poems, and to recite some by heart.	•Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<ul> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> </ul>	<ul> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> </ul>	•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.	•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.
Word meanings	Discussing word meanings, linking new meanings to those already known.      Extensive opportunities are created to promote use and embed new words in a range of contexts	Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.      Discussing their favourite words and phrases.	Using dictionaries to check the meaning of words that they have read.	Using dictionaries to check the meaning of words that they have read.		

	•Drawing on what they	•Drawing on what they	Discussing the	•Checking that the text	•Checking that the text	Checking that the	Checking that the
	already know or on	already know or on	sequence of events in	makes sense to them,	makes sense to them,	book makes sense to	book makes sense to
	background information	background information	books and how items of	discussing their	discussing their	them, discussing their	them, discussing their
	and vocabulary	and vocabulary	information are related.	understanding and	understanding and	understanding and	understanding and
	provided by the	provided by the		explaining the meaning	explaining the meaning	exploring the meaning	exploring the meaning
ρū	teacher.	teacher.	<ul><li>Drawing on what they</li></ul>	of words in context.	of words in context	of words in context.	of words in context.
standin			already know or on				
ŭ	<ul> <li>Demonstrate</li> </ul>	<ul> <li>Checking that the text</li> </ul>	background information	<ul> <li>Asking questions to</li> </ul>			
St	understanding through	makes sense to them as	and vocabulary	improve their	improve their	improve their	improve their
de	creative play including	they read and	provided by the	understanding of a text.	understanding of a text.	understanding.	understanding.
F	for example, through	correcting inaccurate	teacher.				
_	loose parts provision	reading.		•Identifying main ideas	•Identifying main ideas	•Summarising the main	<ul> <li>Summarising the main</li> </ul>
	and role play.		<ul> <li>Checking that the text</li> </ul>	drawn from more than	drawn from more than	ideas drawn from more	ideas drawn from more
			makes sense to them as	one paragraph and	one paragraph and	than one paragraph,	than one paragraph,
			they read and	summarising these.	summarising these.	identifying key details	identifying key details
			correcting inaccurate			to support the main	to support the main
_			reading.			ideas.	ideas.
	•Discussing the	Discussing the	Making inferences on	Drawing inferences	Drawing inferences	Drawing inferences	Drawing inferences
	significance of the title	significance of the title	the basis of what is	such as inferring	such as inferring	such as inferring	such as inferring
	and events.	and events.	being said and done.	characters' feelings,	characters' feelings,	characters' feelings,	characters' feelings,
	5			thoughts and motives	thoughts and motives	thoughts and motives	thoughts and motives
	• Drawing inferences	Making inferences on	<ul> <li>Answering and asking</li> </ul>	from their actions, and			
ence	from pictures.	the basis of what is	questions.	justifying inferences	justifying inferences	justifying inferences	justifying inferences
e	Making inferences on	being said and done.		with evidence.	with evidence.	with evidence.	with evidence.
nfeı	the basis of what is						
드	being said and done,						
	related to personal						
	experiences.						
	схрепенеез.						

Prediction	•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 on the basis of what has been read so far and justifying this through referring to the text	•Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	•Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.
Authorial intent			Discussing words and phrases that capture the reader's interest and imagination.     Identifying how language, structure, and presentation contribute to meaning.	Discussing words and phrases that capture the reader's interest and imagination.     Identifying how language, structure, and presentation contribute to meaning.	Discussing words and phrases that capture the reader's interest and imagination.     Identifying how language, structure, and presentation contribute to meaning.	•Identifying how language, structure and presentation contribute to meaning. •Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	•Identifying how language, structure and presentation contribute to meaning. •Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-fiction		Being introduced to non-fiction books and able to explain their use.	•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.

	Participate in	Participate in	Participate in	Participate in	Participate in	•Recommending books	<ul> <li>Recommending books</li> </ul>
	discussion about what	discussion about what	discussion about books,	discussion about both	discussion about both	that they have read to	that they have read to
	is read to them, taking	is read to them, taking	poems & other works	books that are read to	books that are read to	their peers, giving	their peers, giving
	turns and beginning to	turns and listening to	that are read to them &	them and those they	them and those they	reasons for their	reasons for their
	listen to what others	what others say.	those that they can	can read for	can read for	choices.	choices.
	say.	·	read for themselves,	themselves, taking	themselves, taking		
	,	•Explain clearly their	taking turns and	turns and listening to	turns and listening to	Participate in	Participate in
	•Explain or	understanding of what	listening to what others	what others say.	what others say.	discussions about	discussions about
g	demonstrate through	is read to them.	say.	· ·	<u>'</u>	books, building on their	books, building on their
ading	play their		,			own and others' ideas	own and others' ideas
<u>s</u>	understanding of what		•Explain and discuss			and challenging views	and challenging views
Pi.	_		their understanding of			courteously.	courteously.
SSi			books, poems and			,	,
Discussing			other material, both			•Explain and discuss	Explain and discuss
Ois			those that they listen to			their understanding of	their understanding of
-			and those that they			what they have read,	what they have read,
			read for themselves.			including through	including through
						formal presentations	formal presentations
						and debates.	and debates.
						Provide reasoned	•provide reasoned
						justifications for their	justifications for their
						views.	views.