

READING

	EYFS	Years 1 & 2	Years 3 & 4	Year 5 & 6
COMPREHENSION	<ul style="list-style-type: none"> Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read 	<p>Year 1</p> <ul style="list-style-type: none"> Listen to a wide range of challenging stories, poems and non-fiction. Discuss these and make links to own experiences drawing on what they know. Become familiar with and retell key stories, fairy stories and traditional tales. Join in with predictable phrases. Recite some poems/rhymes by heart. Discuss meanings of new words/vocab provided. Self-check to make sure text makes sense. Discuss significance of titles/events Predict and infer based on what they know and the text. Take turns to explain their understanding. Retrieve and record information from non-fiction. Take turns in high-quality discussions about what they have heard/read. <p>Year 2</p> <ul style="list-style-type: none"> Discuss sequence of events in books Read a wider range of fairy stories, traditional tales and recognise simple recurring language. Discuss and clarify meaning of new words/phrases. Continue to learn/present poems by heart. Self-check to make sure text makes sense. Make predictions and inferences. Ask and answer questions. Participate in discussions about texts, explaining their understanding. Retrieve and record information from non-fiction. Take turns in high-quality discussions about what they have heard/read 	<p>Year 3</p> <ul style="list-style-type: none"> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories. Retell some stories orally. Read books that are structured in different ways. Use dictionaries to check meanings. Identify themes and conventions. Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry. Discuss words and phrases that capture the reader's interest. Ask questions to improve understanding of text. Infer characters' feelings, thoughts and motives and justify using evidence. Predict what might happen from details stated and implied. Identify main ideas across paragraphs and summarise these. Take turns in high-quality discussions about what they have heard/read. Retrieve and record information from non-fiction. <p>Year 4</p> <ul style="list-style-type: none"> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories. Retell some stories orally. Read books that are structured in different ways. Use dictionaries to check meanings. Identify themes and conventions. Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry. Discuss words and phrases that capture the reader's interest. Ask questions to improve understanding of text. Infer characters' feelings, thoughts and motives and justify using evidence. Make reasoned predictions of what might happen clearly derived from details both stated and implied. Identify main ideas across paragraphs and summarise these. Retrieve and record information from non-fiction. Take turns in high-quality discussions about what they have heard/read 	<p>Year 5</p> <ul style="list-style-type: none"> Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories. Read books that are structured in different ways. Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures. Recommend books to peers and give reasons. Identify and discuss themes and conventions. Make comparisons within and across books. Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context. Ask questions to improve understanding of text. Infer characters' feelings, thoughts and motives and justify using evidence. Summarise main ideas identifying key details. Identify how language, structure and presentation contribute to meaning. Evaluate authors' use of figurative language. Distinguish between fact and opinion. Retrieve, record and present information. Discuss books and courteously challenge others' opinions. Explain their understanding through discussions, formal presentations and debates. <p>Year 6</p> <ul style="list-style-type: none"> Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories. Read books that are structured in different ways. Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures. Recommend books to peers and give reasons. Identify and discuss themes and conventions. Make comparisons within and across books. Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context. Ask questions to improve understanding of text. Infer characters' feelings, thoughts and motives and justify using evidence. Summarise main ideas identifying key details. Identify how language, structure and presentation contribute to meaning. Evaluate authors' use of figurative language. Distinguish between fact and opinion. Retrieve, record and present information. Discuss books and courteously challenge others' opinions. Explain their understanding through discussions, formal presentations and debates.

WORD READING	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words. • Read regular words aloud accurately. • Read some common irregular words 	<p>Year 1</p> <ul style="list-style-type: none"> • Apply phonic knowledge to decode. • Respond with correct sound to graphemes for all 40+ phonemes. • Blend sounds in unfamiliar words containing GPCs already taught. • Read common exception words. • Read words containing taught GPCs and -s, -es, -Ing, -ed, -er and -Est endings. • Read other words of more than one syllable. • Read words with contractions and understand role of apostrophe. • Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency. <p>Year 2</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge to decode until reading is fluent. • Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes. • Read words containing common suffixes. • Read further common exception words 	<p>Year 3</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words. • Read further exception words. • Note unusual correspondence between spelling and sound. <p>Year 4</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words. • Read further exception words. • Note unusual correspondence between spelling and sound 	<p>Year 5</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words. <p>Year 6</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words
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