	EYFS		Key Stage 1		Key Stage 2			
			Decoding					
Rec	ec Year 1		Year 2 Year 3 Year 4		Year 5		Year 6	
Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary	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	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 gr knowledge of root wor prefixes ar suffixes, bot read aloud an understand meaning of r words they m Read furth exception wo noting the unc corresponder between spe and sound, c where these c in the wor	e ds, and to the new meet ords, usual nces elling and occur	Applying 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	Year 6 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	
	phonically decodable texts							

			Range of Reading			
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences	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 which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books

	Familiarity with texts									
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	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 Identifying and discussing themes and conventions in and across a wide range of writing	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 Identifying and discussing themes and conventions in and across a wide range of writing				

	Poetry and Performance									
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Rec (BI) Plays cooperatively as part of a group to develop and act out a narrative. (BI) They represent their own ideas, thoughts and feelings through role play and stories.	Year 1 Learning to appreciate rhymes and poems, and to recite some by heart	Year 2 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Year 3 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Year 4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Year 5 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	Year 6 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								
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
They use phonic,	Discussing	Discussing and	Using	Using dictionaries	Using dictionaries	Using dictionaries			
semantic and	word	clarifying the	dictionaries	to check the	to check the	to check the			
syntactic	meanings,	meanings of	to check the	meanings of words	meanings of words	meanings of words			
knowledge to	linking new	words, linking	meanings of	that they have	that they have	that they have			
understand	meanings to	new meanings to	words	read	read	read			
unfamiliar	those already	known vocabulary	that they have						
vocabulary	known		read						
(C&L) Extends vocabulary, especially by grouping and									
naming, exploring the									
meaning and									
sounds of new									
words.									
			Unde	r <mark>standing</mark>					
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Demonstrate	Drawing on	Discussing the	Checking that	Checking that the	Checking that the	Checking that the			
understanding	what	sequence of	the text makes	text makes sense to	book makes sense	book makes sense			
when talking	they already	events in books	sense to them,	them,	to them, discussing	to them, discussing			
with others	know or on	and how items of	discussing their	discussing their	their understanding and	their understanding and			
about what they	background	information are	understanding	understanding	exploring the	exploring the			
have read.	information	related	and explaining	and explaining the	meaning of words	meaning of words			
	and vocabulary		the meaning of	meaning of words in	in context	in context			
After listening	provided by	Drawing on what	words in context	context		Asking questions to			
to stories	the teacher	they already			Asking questions to	improve their			
children can		know or on	Asking questions	Asking questions to	improve their	understanding			
express views	Checking that	background	to improve their	improve their	understanding				

about events or characters in the story and answer questions about why things happened. They can describe the main events in the simple stories they have read	the text makes sense to them as they read and correcting inaccurate reading	information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading	understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these	understanding of a text Identifying main Ideas drawn from more than one paragraph and summarising these	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
			Inf	erence		
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discussing the significance of the title and events Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done Answering and asking questions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

			Pre	diction		
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
Rec	Year 1	Year 2	Author Year 3	rial Intent Year 4	Year 5	Year 6
	Exploring how	Explore how	Discussing words	Discussing words	Identifying how	Identifying how
	language	Language	and phrases that	and phrases that	language, structure and	language, structure and
	contributes to meaning	contributes to meaning	capture the reader's interest and imagination	capture the reader's interest and imagination	presentation contribute to meaning	presentation contribute to meaning
			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	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
			presentation contribute to	contribute to	considering the impact	

			Non	-Fiction		
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explore	Being introduced	Retrieve and	Retrieve and record	Distinguish between	Distinguish between
Knows that	non-fiction	to non-fiction	record	information from	statements of fact and	statements of fact and
information can	books	books that are	information	non-fiction	opinion	opinion
be retrieved		structured in	from non-fiction			
from books and		different ways			Retrieve, record and	Retrieve, record and
computers					present information	present information from
·					from non-fiction	non-fiction
			Discuss	ing Reading		
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They demonstrate	Participate in	Participate in	Participate in	Participate in	Recommending	Recommending
understanding	discussion	discussion about	discussion about	discussion about	books that they have	books that they have read
when talking with	about what is	books, poems &	books, poems &	books, poems & other	read to their peers,	to their peers, giving
others about what	read to them,	other works that	other works that	works that are read	giving reasons for their	reasons for their choices
they have read	taking turns	are read to them &	are read to them	to them & those that	choices	
	and listening	those that they	& those that	they can read for		Participate in discussions
They can describe	to what	can read for	they can read	themselves, taking	Participate in discussions	about books, building on
the main events in	others say	themselves, taking	for themselves,	turns and listening to	about books, building on	their own and others' ideas
the simple stories		turns and listening	taking turns and	what others say	their own and others'	and challenging views
they have read	Explain clearly	to what others say	listening to what		ideas and challenging	courteously
	their	Contribute and discusses	others say		views courteously	Frankis and diamage their
	understanding of	Explain and discuss their			Eventain and diagram thatin	Explain and discuss their
	what is read	understanding of			Explain and discuss their understanding of what	understanding of what they have read, including through
	to them	books, poems and			they have read, including	formal presentations and
	10 mem	other material,			through formal	debates
		both those that			presentations and	debutes
		they listen to and			debates	Provide reasoned
		those that they			GODUTOS	justifications for their views
		read for			Provide reasoned	Jacobs for their views
		themselves			justifications for their	
					views	