

| Word Reading                  | EYFS (30-50 months to ELG's)   | Key Stage 1   |   | Key Stage 2   |   |   |  |
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|                               |  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
| <b>Phonics and decoding</b>   | <p>Can continue a rhyming string</p> <p>Can hear and say the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>I can find words that rhyme together.</p> <p>I can hear the first sound in a word and find other words that start with that sound .</p> <p>I can hear all the sounds in a word.</p> | <p>Use phonics and skills as the route to decode words.</p> <p>Respond speedily with the correct sounds to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>I can use phonics as my main strategy to read words. I can quickly remember all of the letters and sounds taught in Year 1.</p> | <p>Continue to apply phonic knowledge and skills as the main route to decode until automatic decoding has become embedded and reading and fluent.</p> <p>Read accurately by blending without overtly sounding and blending, including alternative sounds for graphemes.</p> <p>I can use my phonics to read most words without stopping to work them out.</p> | <p>Begin to take note of punctuation when reading, especially in longer sentences.</p> <p>Realise when things don't make sense and start to repeat phrases/sentences for clarity.</p> <p>I can independently take note of punctuation and use it to help me to read by building in pauses. I can stop and reread passages of text again when they don't make sense.</p> | <p>Take note of punctuation when reading, especially in longer sentences.</p> <p>Realise when things don't make sense and start to repeat phrases/sentences for clarity. I can independently take note of punctuation and use it to help me to read by building in pauses. I can stop and reread passages of text again when they don't make sense.</p> | <p>Respond to, and explain, the uses of punctuation in a text.</p> <p>Reads with a degree of prosody (expressiveness ) including upon the initial reading of a text. I can read a group reading text at the end of the week without stopping at any words and with some expression. I always pay attention to the punctuation in a text and pause when I need to.</p> | <p>Reads with fluency and intonation across a wide range of texts.</p> <p>I can read a group reading text at the end of the week without hesitating at any words, paying close attention to punctuation, and with expression.</p> <p>Sustains silent reading for long periods for long periods for research and enjoyment.</p> <p>I can focus during SQUIRT reading for around 20 minutes.</p> |
| <b>Common Exception Words</b> | <p>30 – 50 months *<br/>To read their own name.</p> <p>Early Learning Goal *To read some common irregular words.</p>   | <p>*To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>  | <p>*To read most Y1 and Y2 common exception words (Please see spelling document for list of words), noting unusual correspondences between spelling and sound and where these occur.</p>  | <p>*To read all Y3/Y4 exception words (Please see spelling document for list of words), discussing the unusual correspondences between spelling and these occur in the word.</p>  | <p>*To read all Y3/Y4 exception words (Please see spelling document for list of words), discussing the unusual correspondences between spelling and these occur in the word.</p>  | <p>*To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>   | <p>*To read all of the Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>  |
| <b>Fluency</b>                | <p>30 – 50 months<br/>*To show interest in illustrations and print in books and print in the environment. *To recognise familiar words and signs such as own name and advertising logos. *To look and handle books independently (holds books the correct way up and turns pages).</p>   | <p>*To accurately read texts that are consistent with their developing phonic knowledge that does not require them to use other strategies to work out words. *To re-read texts to build up fluency and confidence in</p>   | <p>*To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. *To re-read these</p>  | <p><b>*At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</b></p>  |   |   |  |

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|  | <p>40 – 60 months<br/>*To ascribe meanings to marks that they see in different places. *To begin to break the flow of speech into words. *To begin to read words and simple sentences. Early Learning Goal *To read and understand simple sentences.</p>   | <p>word reading.</p>   | <p>books to build up fluency and confidence in word reading. *To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>   |  |   |  |   |
| <p><b>Understand and correcting inaccuracies</b></p> | <p>30 – 50 months<br/>*To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>40 – 60 months<br/>*To understand humour, e.g. nonsense rhymes jokes.</p>  | <p>*To check that a text makes sense to them as they read and to self-correct.</p>   | <p>*To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. *To check that the text makes sense to them as they read and to correct inaccurate reading.</p>  | <p><b>*At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</b></p> |   |  |   |
| <p><b>Comparing, contrasting and commenting</b></p>  | <p>30 – 50 months<br/>*To listen to stories with increasing attention and recall. *To begin to be aware of the way stories are structured. *To describe main story settings, events and principal characters.</p> <p>40 – 60 months<br/>*To enjoy an increasing range of books. *To follow a story without pictures or props. Early Learning Goal *To listen to stories accurately anticipating key events and respond to what they hear with relevant comments,</p> | <p>*To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. *To link what they have read or have read to them to their own experiences. *To retell familiar stories in increasing detail. *To join in with discussions about a text, taking turns and listening to what others say. *To discuss the significance of titles and events.</p> | <p>*To participate in discussion about books, poems and other works that are read to them (At a level beyond which they can read independently ) and those that they can read for themselves, explaining their understanding and expressing their views. *To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. *To discuss the</p> | <p>*To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *To use appropriate terminology when discussing texts (plot, character, setting).</p>  | <p>*To discuss and compare texts from a wide variety of genres and writers. *To read for a range of purposes. *To identify themes and conventions in a wide range of books. *To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> | <p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies ) and differences between text types. *To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. *To identify main ideas drawn</p> | <p>*To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. *To recognise more complex themes in what they read (such as loss or heroism). *To explain and 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.</p> |

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|   | <p>questions or actions. *To demonstrate understanding when talking with others about what they have read.</p>  |   | <p>sequence of events in books and how items of information are related. *To recognise simple recurring literary language in stories and poetry. *To ask and answer questions about a text. *To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> |  |  | <p>from more than one paragraph and to summarise these. *To recommend texts to peers based on personal choice.</p>   | <p>*To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. *To draw out key information and to summarise the main ideas in a text. *To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. *To compare characters, settings and themes within a text and across more than one text.</p> |
| <p><b>Words in Context and Authorial Intent</b></p> | <p>30 – 50 months<br/>*To build up vocabulary that reflects the breadth of their experiences.</p> <p>40 – 60 months<br/>*To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> | <p>*To discuss word meaning and link new meanings to those already known.</p> | <p>*To discuss and clarify the meanings of words, linking new meanings to known vocabulary. *To discuss their favourite words and phrases.</p>   | <p>*To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p> | <p>*Discuss vocabulary used to capture readers' interest and imagination.</p>  | <p>*To discuss vocabulary used by the author to create effect including figurative language. *To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>*To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>  |
| <p><b>Inference</b></p>                             | <p>30 – 50 months<br/>*To begin to understand 'why' and 'how' questions.</p> <p>Early Learning Goal *To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>  | <p>*To begin to make simple inferences.</p>                                   | <p>*To make inferences on the basis of what is being said and done</p>   | <p>*To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>  | <p>*To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p> | <p>*To draw inferences from characters' feelings, thoughts and motives.</p>  | <p>*To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). *To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>   |
| <p><b>Prediction</b></p>                            | <p>30 – 50 months<br/>*To suggest how a</p>   | <p>*To predict what might happen</p>  | <p>*To predict what might</p>  | <p>*To justify predictions</p>   | <p>*To justify predictions</p>   | <p>*To make predictions</p>  | <p>*To continue to make predictions</p>  |

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|                    | <p>story might end.</p> <p>40 – 60 months<br/>*To continue to suggest how a story might end.</p>   | <p>on the basis of what has been read so far.</p>                                   | <p>happen on the basis of what has been read so far in a text.</p>  | <p>using evidence from the text.</p>   | <p>from details stated and implied.</p>  | <p>based on details stated and implied, and begin to justify them in detail with evidence from the text.</p>                               | <p>based on details stated and implied, and confidently justify them in detail with evidence from the text.</p>   |
| <b>Non-Fiction</b> | <p>30 – 50 months<br/>*To know that information can be relayed in the form of print.</p> <p>40 – 60 months<br/>*To know that information can be retrieved from books and computers.</p>  | <p>*To recognise that non-fiction books are often structured in different ways.</p> | <p>*To recognise that non-fiction books are often structured in different ways.<br/>*To retrieve information from nonfiction texts.</p> | <p>*To retrieve and record information from non-fiction texts. *To use some organisational devices to find information..</p>   | <p>*To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>*To use dictionaries to check the meaning of words that they have read.</p>                   | <p>*To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> | <p>*To retrieve, record and present information from non-fiction texts. *To use non-fiction materials for purposeful information retrieval (e.g. in reading *To use dictionaries to check the meaning of words that they have read. history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> |
| <b>Poetry</b>      | <p>30 – 50 months<br/>*To anticipate key events and phrases in rhymes and stories.</p> <p>40 – 60 months<br/>*To recall some simple rhymes.<br/>Early Learning Goal *To express them effectively, showing awareness of listeners' needs.</p> | <p>*To understand what a poem is and recite simple poems by heart.</p>              | <p>To continue to build up a repertoire of poems learnt by heart. *To understand the meaning of simple poems.</p>                       | <p>*To understand the meaning of poems and recite them by heart. *To identify some of the features of poetry (rhyming; repetition; similes; onomatopoeia; alliteration).</p> | <p>*To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). *To know some of the features of poems (repetition; similes; onomatopoeia; personification; alliteration; rhyming; layout).</p> | <p>*To understand increasingly more complex poems. *To identify the features of poems and begin to explain the effect these have.</p>      | <p>*To understand more complex poems. *To identify the features of poems and explain the effect these have.</p>   |