	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	To apply phonic	To continue to	To use their phonic	To read most	To read most	To read fluently
Phonics/ decoding	knowledge and	apply phonic	knowledge to	words fluently and	words fluently and	with full knowledge
r nomes, decoding	skills as the route	knowledge and	decode quickly and	attempt to decode	attempt to decode	of all Y5/ Y6
	to decode words.	skills as the route	accurately (may	any unfamiliar	any unfamiliar	exception words,
	To blend sounds in	to decode words	still need support	words with	words with	root words,
	unfamiliar words	until automatic				prefixes,
			to read longer	increasing speed	increasing speed	· ·
	using the GPCs that	decoding has	unknown words).	and skill. To apply	and skill,	suffixes/word
	they have been	become embedded	To apply their	their knowledge of	recognising their	endings* and to
	taught. To respond	and reading is	growing knowledge	root words,	meaning through	decode any
	speedily, giving the	fluent. To read	of root words and	prefixes and	contextual cues. To	unfamiliar words
	correct sound to	accurately by	prefixes, including	suffixes/word	apply their growing	with increasing
	graphemes for all	blending the	in-, im-, il-, ir-, dis-,	endings to read	knowledge of root	speed and skill,
	of the 40+	sounds in words	mis-, un-, re-, sub-,	aloud fluently.*	words, prefixes and	recognising their
	phonemes. To read	that contain the	inter-, super-, anti-		suffixes/ word	meaning through
	words containing	graphemes taught	and auto to begin		endings, including -	contextual cues.
	taught GPCs. To	so far, especially	to read aloud.* To		sion, -tion, -cial, -	
	read words	recognising	apply their growing		tial, -ant/-ance/-	
	containing -s, -es, -	alternative sounds	knowledge of root		ancy, - ent/- ence/-	
	ing, -ed and -est	for graphemes. To	words and		ency, - able/-ably	
	endings. To read	accurately read	suffixes/word		and - ible/ibly, to	
	words with	most words of two	endings, including -		read aloud	
	contractions,	or more syllables.	ation, -ly, -ous, -		fluently.*	
		To read most	ture, -sure, - sion, -			
		words containing	tion, -ssion and -			
		common suffixes.	cian, to begin to			
			read aloud.*			
Word Reading	To read Y1	To read most Y1	To begin to read	To read all Y3/Y4	To read most Y5/	To read all Y5/ Y6
•	common exception	and Y2 common	Y3/Y4 exception	exception words*,	Y6 exception	exception words,
Common	words, noting	exception words*,	words.*	discussing the	words, discussing	discussing the
exception words	unusual	noting unusual		unusual	the unusual	unusual



Correspondences between spelling and sound and where these occur in twords. To recard texts that are constitution with their developing phonic knowledge, that do not require strategies to work out words. To reread texts to build up fluency and confidence in word reading.		I	1	ı			
and sound and where these occur in the word.  Word Reading Fluency  To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.  Word reading  To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other unfamiliar words out words. To reread texts to build up fluency and confidence in word reading.  Word Reading  To accurately read texts that are consistent with the word.  To accurately read texts to build up fluency and confidence in word reading.  Word Reading  To accurately read texts to build up fluency and confidence in word reading.  Word Reading  To accurately read texts to build up fluency and confidence in word reading.  Word Reading  To accurately read texts to build up fluency and confidence in word reading.  Word Reading  To accurately read texts to build up fluency and confidence in word reading.  Word Reading  To accurately read texts to build up fluency and confidence in word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  Word Reading  To accurately read texts to build up fluency and confidence in word reading and fluency over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  Word Reading  To accurately read texts to build up fluency and confidence in word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  Word reading.  To accurately read texts to build up fluency and confidence in word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  Word reading.  Discuss ower teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  Word reading fluency specifically. Any focus on word rea		correspondences	correspondences		correspondences	correspondences	correspondences
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Word Reading To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To read alloud them to use other read texts to build up fluency and confidence in word reading.  Meaning of words  To read aloud books (closely matched to their improving phonic knowledge), that do not require them to use other strategies to work out words. To read at exts to build up fluency and confidence in word reading.  Meaning of words  To read aloud books (closely 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.  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.  To read aloud texts that are comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.  To read aloud text 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.  To read aloud text his tage, 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.  To read aloud text his tage, 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.  To read aloud text his tage, 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.  To read aloud text his tage, teaching comprehension skills should		and sound and	and sound and		and these occur in	and sound and	and sound and
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vocabulary the meanings of understanding and understanding and understanding and understanding and			appropriate texts.				
	Meaning of words	Draw on	Discuss and clarify	Discuss	Discuss	Discuss	Discuss
provided by the words linking new identify the identify the identify the identify the		vocabulary	the meanings of	understanding and	understanding and	understanding and	understanding and
		provided by the	words linking new	identify the	identify the	identify the	identify the

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	I a a a la a a I a					
	teacher to	meanings to known	meaning of words	meaning of words	meaning of words	meaning of words
	understand books.	vocabulary Draw	in context Use	in context Use	in context	in context
	Discuss word	on vocabulary	dictionaries to	dictionaries to		
	meanings, linking	provided by the	check the meanings	check the meanings		
	new meanings to	teacher to	of words they have	of words they have		
	those already	understand books	read Discuss words	read Discuss words		
	known Recognise	Identify and discuss	and phrases that	and phrases that		
	and comment on	favourite words	capture the	capture the		
	repeating patterns	and phrases Pick	reader's interest	reader's interest		
	of language e.g.	out key words or	and imagination	and imagination		
	rhymes and	phrases in a text				
	predictable phrases	e.g. First/Next,				
	Pick out some key	Once upon a time,				
	phrases in fairy	suddenly				
	stories and					
	traditional tales					
	e.g. repetition,					
	once upon a time,					
	fee fi fo fum. With					
	support pick out					
	some key words in					
	a text e.g. Find a					
	word that tells us					
	how the character					
	is feeling, find a					
	word that tells us					
	about the house					
Retrieval	Draw on what they	Draw on what they	Ask questions and	Ask questions and	In non-fiction,	In non-fiction,
	already know or on	already know or on	find answers to	find answers to	retrieve, record	retrieve, record
	background	background	simple questions in	simple questions in	and present	and present
	information from	information from	a text Retrieve and	a text Retrieve and	information Ask	information Ask



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	the teacher to	the teacher to	record information	record information	questions and find	questions and find
	understand books	understand books	from nonfiction	from nonfiction	the answers to	the answers to
	Identify the main	Ask questions and	Answer literal	Extract information	questions in a text	questions in a text
	character in a story	find the answers to	retrieval questions	from the text	Extract increasingly	Extract complex
	or the subject of a	simple questions in	and locate the	Locate information	complex	information from
	nonfiction text.	the text Answer	information in the	using skimming and	information from	the text Use
	Talk about the	literal retrieval	text Locate	scanning Decide on	the text Plan what	quotations to
	themes and	questions about	information using	a question that	information needs	illustrate ideas Plan
	characteristics of	the text Use a	skimming Use a	needs answering	to be found with	and decide
	simple texts	range of question	contents page and	and locate the	guidance Make	independently
	becoming familiar	prompts to	an index page to	answer in a non-	simple notes Apply	what information
	with key stories,	generate relevant	locate information	fiction book Use	information	needs to be
	fairy stories and	questions about		non-fiction features	retrieval skills	searched for Make
	traditional tales	the text Recall		to find information	across the	appropriate notes
	Identify main	simple points from		from the text	curriculum	from research
	events or key	familiar texts		(index, contents,		using a variety of
	points in texts	Identify main		headings and		sources Apply
	Answer literal	events or key		subheadings,		information
	retrieval questions	points in texts		illustrations)		retrieval skills
	about the text.					across the
						curriculum
Sequencing	Sequence a simple	Identify main	Identify main ideas	Identify main ideas	Use the skills of	Use the skills of
	story or event and	events or key	within a text or	within a text or	skimming and	skimming,
	use this to re-enact	points in texts	within a paragraph	within a paragraph	scanning to identify	scanning, text-
	and retell Identify	Sequence a range	and summarise	and summarise	key ideas	marking and note
	main events or key	of stories or events	these	these		taking to
	points in texts	and use this to re-				
		enact and retell				
Inferencing	Give some reasons	Talk about and	Discuss the actions	Empathise with	Identify evidence of	Drawing inferences
	why things happen	infer what	and relationships of	different	characters	such as inferring
	or characters	characters might	the main	characters' points	changing in a story	thoughts and



change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)

be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning Identify themes and conventions in a range of books

of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and

deduction Identify

themes and conventions in a

wide range of

books

and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing

motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety of genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion Identify and discuss



Prediction	Make predictions on the basis of what has been read so far Discuss the blurb and title of a book Predict events and endings and how characters will behave Look through a variety of fiction and nonfiction texts with growing independence to predict content, layout and story development	Predict what might happen on the basis of what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance	Predict what might happen from details stated and implied Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen	Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting	Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions	themes and conventions in and across a wide range of writing  Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions
Structure and organisation	Distinguish between fiction and nonfiction texts Understand the way that information texts are organised and use this when reading simple texts Understand	Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) Discuss titles of	Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the	Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts	Identify and discuss the structural devices the author has used to organise the text. Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils	Comment on the structural choices the author has made when organising the text Explain how the structural choices theme and purpose Analyse how the author has chosen

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and use correctly	book and poems	purpose of the	Identify and discuss	should be taught	a range of
terms referring to	Pick out features	paragraph and how	the use of	the technical and	vocabulary to
conventions of	used to organise	they help to group	nonfiction features	other term needed	convey different
print: book, cover,	books Compare the	information Discuss	to find information	for discussing what	messages, moods,
beginning, end,	layout of different	why the author has	from the text	they hear and read,	feelings and
page, word, letter,	texts /books and	chosen a range of	(index, contents,	such as metaphor,	attitudes Describe
line	discuss why they	vocabulary to	headings and	simile, analogy,	and evaluate the
	are set out in	describe a	subheadings,	imagery, style and	styles of individual
	different ways	character or a	illustrations)	effect Describe and	writers and poets,
	Read the title,	setting.	Understand how	compare the styles	providing evidence
	contents page and		paragraphs can	of individual	and justifying
	illustrations and		organise ideas	writers and poets,	interpretations
	predict what a		around a theme	providing evidence	Compare, contrast
	book is about Pick		and can build up	Comment and	and explore the
	out features that		ideas across a text	compare the	styles of writers
	will help to locate		Describe, with	language choices	and poets,
	information and		examples, how the	the author has	providing evidence
	explain them. Pick		author has chosen	made to convey	and explanations
	out and discuss		a range of	information over a	Identify and discuss
	how punctuation		vocabulary to	range of non-fiction	irony and its effect
	helps to organise		convey different	texts. s	Comment and
	text Recognise and		moods, feelings		compare the
	use the alphabet to		and attitudes		language choices
	help to locate				the author has
	information in				made to convey
	some books				information over a
	Recognise the				range of non-fiction
	openings and				texts.
	closings of different				
	stories				



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Language choice	Recognise and	Identify where	Discuss the effect	Comment upon the	Identify the writer's	Identify how style
	comment on	language is used to	of key words or	use and effect of	main purpose	is influenced by the
	repeating patterns	create mood or	phrases used to	author's language	through a general	intended audience
	of language e.g.	build tension	build mood or	Identify and	overview Identify	Identify common
	rhymes and	Comment on the	tension Comment	describe the styles	common elements	elements of an
	predictable phrases	choice of author's	on the overall	of individual	of an author's style	author's style and
	Pick out some key	words to make a	effect of the text In	writers and poets	and discuss how	make comparisons
	phrases in fairy	text funny, scary,	poetry, discuss the	Identify and	the style of one	between books
	stories and	exciting Pick out	choice of words	comment on	author differs from	Comment on the
	traditional tales	key words or	and their impact in	expressive and	another Identify	use of unusual or
	e.g. repetition,	phrases in a text	poems, noticing	descriptive	and comment upon	surprising language
	once upon a time,	(e.g. First/Next,	how the poet	language to create	an author's or	choices and effects
	fee fi fo fum	Once upon a time,	creates sound	effect in poetry and	poet's viewpoint in	in poetry such as
		Suddenly, Quickly)	effects using rhyme	prose Comment on	the text and	onomatopoeia and
			or alliteration	the overall effect of	respond to this e.g.	metaphor and
				the text	re-tell from a	comment on how
					different viewpoint	this influences
					Comment on the	meaning Interpret
					use of similes and	poems, explaining
					expressive	how the poet
					language to create	creates shades of
					images, sound	meaning; justify
					effects and	own views and
					atmosphere	explain underlying
					Comment on the	themes Identify
					overall impact of	and discuss the
					poetry or prose	viewpoint in the
					with reference to	text e.g. recognise
					features e.g.	that the narrator
					development of	can change and be
					themes, technical	manipulated e.g.

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			terns Justify	the story has 2
			preferences for an	narrators, a
			author, poet or a	different character
			type of text	takes over the
				storytelling Declare
				and justify personal
				preferences for
				writers and types
				of text.
Making			Identify and explain	Compare and
comparisons			the key features of	contrast the key
			a range of	features of a range
			appropriate texts	of appropriate
			Identify and explain	texts Compare and
			characters and	contrast characters
			their profiles across	across a range of
			a range of texts	appropriate texts
			Identify and discuss	Compare and
			themes within and	contrast themes
			across texts (social,	and conventions
			cultural and	across a range of
			historical)	appropriate texts
				(social, cultural and
				historical)