

WORD READING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Respond speedily with the correct sound to grapheme for all 40+ phonemes (including, where applicable, alternative sounds for graphemes).</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs ending in s, es, ing, ed, er, est endings</p> <p>Read words with contractions, e.g. I’m, I’ll, we’ll and underst and that the apostrophe represents the omitted letters.</p> <p>Read common exception words</p> <p>Identify the unusual correspondences between spelling and sound in the common exception words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes: -ment, -ness, -full, -less, -ly</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p>		

## PROGRESSION IN READING

		<p>improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading</p>		
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### COMPREHENSION: FAMILIARITY WITH TEXTS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases</p>	<p>Listen 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</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Recognise some different forms of poetry</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Increase 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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p>		

### COMPREHENSION: PERFORMANCE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## PROGRESSION IN READING

	Learning to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a wider range of poetry by heart  Prepare 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
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## COMPREHENSION: VOCABULARY

*Content domain: KS1 Draw on knowledge of vocabulary to understand texts.*

*KS2 Give / explain the meaning of words in context.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	Discussing word meaning, linking new meaning to those already known	Discussing and clarifying meaning of words, linking new meanings to known vocabulary	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>			Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

## COMPREHENSION: INFERENCE

*Content domain: KS1 Make inferences from the text.*

*KS2 Make inferences from the text / explain and justify inferences with evidence from the text.*

## PROGRESSION IN READING

Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Make inferences on the basis of what is being said and done		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

COMPREHENSION: PREDICTION						
Content domain: KS1 <i>Predict what might happen on the basis of what has been read so far.</i> KS2 <i>Predict what might happen from details stated and implied.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anticipate – where appropriate – key events in stories	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

COMPREHENSION: EXPLANATION						
Content domain: KS1 <i>Explain your preferences, thoughts and opinions about the text.</i> KS2 <i>Identify / explain how information / narrative content is related and contributes to meaning as a whole, Identify / explain how meaning is enhanced through choice of words and phrases, Make comparisons within the text.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Discussing their favourite words and phrases				Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary

COMPREHENSION: RETRIEVAL						
Content domain: KS1 <i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i> KS2 <i>Retrieve and record information / identify key details from fiction and non-fiction.</i>						

## PROGRESSION IN READING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knows that information can be retrieved from books and Computers (40-60 mths).	Explain clearly their understanding of what is read to them	<p>Answer and ask simple questions</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	Retrieve and record information from non-fiction			Retrieve, record and present information from non-fiction

### COMPREHENSION: SEQUENCE (KS1)

*Content domain: KS1 Identify and explain the sequence of events in texts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Discussing the sequence of events in book and how items of information are related				

### COMPREHENSION: SUMMARISE (KS2)

*Content domain: KS2 Summarise main ideas from more than one paragraph.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Identifying main ideas drawn from more than 1 paragraph and summarising these		Summarising main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	

### COMPREHENSION: GENERAL

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Demonstrate understanding when talking with others about what they have read (ELG)</b>	Draw on what they already know or on background information and vocabulary provided	Check that the text makes sense to them as they read, and correcting inaccurate	Check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context		Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context	

## PROGRESSION IN READING

	<p>by the teacher</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading</p> <p>Discuss the significance of the title and events</p> <p>Be encouraged to link what they read or hear to their own experiences</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>reading</p> <p>Be introduced to non-fiction books that are structured in different ways</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Asking questions to improve their understanding of a text</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously</p> <p>Making comparisons within and across books</p> <p>Provide reasoned justifications for their views</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Distinguish between statements of fact and opinion</p>
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