

EYFS
Word Reading
<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet</li><li>• Say a sound for at least 10 digraphs</li><li>• Read words consistent with their phonic knowledge by sound-blending</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge</li><li>• Read some common exception words</li></ul>
Comprehension
<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li><li>• Anticipate – where appropriate – key events in stories</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li></ul>

Year 1
Word Reading
<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (NC Spelling appendix 1)</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read pseudo (alien) words with accuracy</li> <li>• read blue level Read Write Inc. story books by the end of Year 1</li> </ul>
Fluency
<ul style="list-style-type: none"> <li>• reread these books to build up their fluency and confidence in word reading</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• checking that the text makes sense to them as they read, correcting inaccurate reading</li> </ul>
Love of Reading
<ul style="list-style-type: none"> <li>• participate in book talks</li> <li>• participate in book clubs</li> <li>• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• link what they read or hear to their own experiences</li> <li>• recognise and joining in with predictable phrases</li> <li>• appreciate rhymes and poems</li> <li>• recite some rhymes and poems by heart</li> </ul>
Oral Comprehension
<ul style="list-style-type: none"> <li>• draw on what they already know or on background information and vocabulary provided by the teacher to understand</li> <li>• know a range of key stories, fairy stories and traditional tales</li> <li>• retell these in their own words</li> <li>• discuss particular characteristics of stories, fairy stories and traditional tales</li> <li>• discuss the significance of the title and events</li> <li>• retell stories orally with confidence and without support</li> <li>• can answer questions about a familiar book that is read to them</li> <li>• discuss word meanings, linking new meanings to those already known</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>

Year 2
Word Reading
<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>
Fluency
<ul style="list-style-type: none"> <li>Read most words [at an instructional level 93 95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Re-read these books to build up their fluency and confidence in word reading</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
Love of Reading
<ul style="list-style-type: none"> <li>Participate in book talks</li> <li>Participate in book clubs</li> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently</li> <li>Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</li> <li>Listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
Oral Comprehension
<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Discussing the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Recognising simple recurring literary language in stories and poetry</li> </ul> <p>Understand books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>

Year 3 & Year 4
Word Reading
<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
Fluency
<ul style="list-style-type: none"> <li>• Read age-appropriate books with confidence and fluency</li> </ul>
Love of Reading
<ul style="list-style-type: none"> <li>• Participate in book talks</li> <li>• Participate in book clubs</li> </ul> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• Participating 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</li> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>
Comprehension
<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Retrieve and record information from non-fiction</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Identifying themes and conventions in a wide range of books</li> </ul>

Year 5 & Year 6
Word Reading
<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>
Fluency
<ul style="list-style-type: none"> <li>Read age-appropriate books with confidence and fluency (including whole novels)</li> </ul>
Love of Reading
<ul style="list-style-type: none"> <li>Participate in book talks</li> <li>Participate in book clubs</li> </ul> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increasing 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</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Learning a wider range of poetry by heart</li> <li>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</li> </ul>
Comprehension
<p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Retrieve, record and present information from non-fiction</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Distinguish between statements of fact and opinion</li> <li>Provide reasoned justifications for their views</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>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</li> <li>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</li> </ul>