



Word Reading	EYFS	Key Stage 1		Key Stage 2			
	(40-60 months to ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



Common exception words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	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. To read and understand simple sentences.	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	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these 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.	Generally, reads fluently, decoding most new words outside everyday spoken language	Read most words effortlessly and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words with increasing automaticity	Read fluently, confidently and independently using strategies to work out any unfamiliar word.	Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience



Comprehension	EYFS	Key Stage 1		Key Stage 2			
	(ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve Content domains • 1b: Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. • 2b: Retrieve and record information/identify key details from fiction and non-fiction.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Children know how to answer simple questions verbally by retrieving information from images and texts. Children know how to identify key elements in stories, recognise different types of texts and discuss the importance of titles and events.	Children know how to recall information from texts, including answering questions, summarising key details and recognising non-fiction text structures.	Children know how to answer questions with evidence, extract relevant details from various texts, use the correct terminology to discuss text features and employ skimming and scanning techniques.	Children know how to effectively utilise organisational devices in non-fiction texts for information retrieval and discussion, they can confidently skim and scan for relevant details and employ relevant quotes to strengthen their responses.	Children know how to skilfully ask, and answer questions using evidence, including quotes, and use their text knowledge and organisational tools to gather, record and discuss information from fiction and non-fiction texts.	Children know how to differentiate between fact and opinion with reasoned justifications, extract and present information from non-fiction texts, purposefully use non-fiction materials in different contexts and participate in questioning and inquiry.
Vocabulary Content domains • 1a: Draw on knowledge of vocabulary to understand texts. • 2a: Give/explain the meaning of words in context.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Children know how to discuss word meanings, connect new and existing meanings and identify unfamiliar words	Children know how to discuss and clarify word meanings, connecting new vocabulary to what they already know using their prior knowledge or teacher-provided information.	Children know how to discuss word meanings in context, substitute new words into sentences, check dictionaries and think about the simple morphology and etymology behind new words.	Children know how to explore and discuss word meanings including their morphological and etymological make-up, use sentence context to grasp new words and make use of different dictionaries and thesauruses to support their vocabulary development.	Children know how to apply morphology and etymology to grasp word meanings and suggest alternative words, occasionally referring to a thesaurus or vocabulary journal.	Children know how to confidently explore words' meanings through morphology and etymology, provide context by 'reading around a word' and offer synonyms and antonyms for vocabulary.



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<p>Infer</p> <p>Content domains</p> <ul style="list-style-type: none">• 1d: Make inferences from the text.• 2d: Make inferences from the text / explain and justify inferences with evidence from the text.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Children know how to make basic inferences from text and images, understand simple characters' emotions from their dialogue and can connect events in their reading to their own lives.	Children know how to deduce simple characters' emotions from their actions and words, analyse text and images for more subtle clues (sometimes with support) and adapt their responses as a story unfolds.	Children know how to pose and respond to questions, which includes drawing conclusions about characters' feelings, thoughts and intentions, supporting their ideas with evidence from the text from characters' actions and events in the story.	Children know how to adeptly draw inferences from characters' emotions, thoughts, motives and actions, supporting their conclusions with multiple pieces of evidence.	Children know how to skilfully infer characters' feelings, thoughts and motives to justify their actions, backing their interpretations with multiple pieces of evidence across the text, including inferring information from figurative language.	Children know how to analyse characters' development throughout texts by recognising changes through indirect clues and inferring their feelings, thoughts and motives using multiple supporting pieces of evidence from various parts of the text to back up their opinions.
<p>Predict</p> <p>Content domains</p> <ul style="list-style-type: none">• 1e: Predict what might happen on the basis of what has been read so far.• 2e: Predict what might happen from details stated and implied.	Anticipate (where appropriate) key events in stories.	Children know how to predict upcoming events based on both the text and personal experiences and start to articulate these predictions in simple talk and pictures.	Children know how to predict future events by analysing characters, plot and language, drawing upon their own knowledge and experiences, including those gleaned from other texts, to start to make reasoned predictions.	Children know how to support their predictions with evidence from a text and incorporate relevant background knowledge to make and explain their predictions.	Children know how to use both explicit and implied details from a text, along with their prior knowledge, to formulate and justify their predictions.	Children know how to predict outcomes based on explicit and implied details, providing detailed justifications with evidence from the text, and then confirm these predictions as they progress in their reading.	Children know to verify and adjust predictions based on new information as they read on further.



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<p>Sequence/ Summarise</p> <p>Content domains</p> <ul style="list-style-type: none">• 1c: Identify and explain the sequence of events in texts.• 2c: Summarise main ideas from more than one paragraph.	Anticipate (where appropriate) key events in stories.	Children know how to retell familiar stories with increasing detail and discuss the connections between events.	Children know how to proficiently retell a variety of stories, such as fairy tales and traditional tales, using story language. They can also sequence events, discuss relationships between events and information and recognise recurring literary language	Children know how to analyse the progression of events in texts, connect pieces of information and summarise fiction or non-fiction passages briefly in spoken or written form, including jotting down simple notes during reading.	Children know how to outline the events/ concepts from paragraphs in both fiction and non-fiction, including writing down the main points in brief written summaries.	Children know how to identify main ideas spanning multiple paragraphs and summarise them, including highlighting and taking notes on key information during reading using various organisational methods, such as bullet points and diagrams.	Children know how to extract essential details and summarise the main concepts of a range of complete texts.
<p>Explain</p> <ul style="list-style-type: none">• 2f: Identify/explain how information/ narrative content is related and contributes to meaning as a whole.• 2h: Make comparisons within the text.				Children know how to describe connections in texts, analyse text features, discuss their favourite text types, recognise common character types and differentiate crucial information.	Children know how to recognise themes and conventions in a diverse selection of books and identify various character types across those texts. They can discuss their preferred text genres with reasoned justifications.	Children know how to discuss recurring themes within genres, draw connections between themes in different books and provide detailed explanations for their text preferences.	Children know how to identify more complex themes in their reading and compare characters, settings and themes across multiple texts. They can critically analyse different perspectives and viewpoints, including those of authors and fictional characters



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<p>Explain- Authorial Choice</p> <p>Content domains</p> <ul style="list-style-type: none">• 2g: Identify/explain how meaning is enhanced through choice of words and phrases.				<p>Children know how to analyse authors' word choices for impact, identify and discuss how words contribute to a text's meaning and reflect on how certain words or phrases influence their own reading experience</p>	<p>Children know how to discuss vocabulary and how it affects its readers. They can analyse authorial techniques and stylistic features and recognise how an author's language choices and presentation enhance the text's overall meaning</p>	<p>Children know how to analyse the author's use of vocabulary, including figurative language, and evaluate how the author's language and punctuation creates impact on the reader and enhances effect.</p>	<p>Children know how to assess the impact of a text's language and can discuss its effect using technical terms, such as imagery, style and specific figurative language techniques.</p>
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