

WORD READING							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent	Read words consistent with their phonic knowledge by blending. Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge. Be able to read some common irregular words. Hear and say the initial sound in words.	Use phonic knowledge and habitually apply sounding and blending skills to read unfamiliar printed words quickly and accurately Be able to read all common graphemes Be able to read unfamiliar words containing common graphemes, accurately and without undue hesitation in books at their reading level Be able to read words with suffixes by building on the root words they can read already Be able to read many common exception words Increase confidence in reading skills	Have established accurate and speedy word reading skills Reading of common exception words is secure Be able to read and combine two or more syllables in order to read longer words Be able to read words with suffixes by building on the root words they have already learnt	Be able to decode most new words outside of spoken vocabulary, making a good approximation to the word's pronunciation	Be able to decode most new words outside of spoken vocabulary, making a good approximation to the word's pronunciation	Be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity	Be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity
Implementation	Read individual letters by saying the sounds for them.	Apply phonic knowledge and skills as the route to decode words speedily	Continue to apply phonic knowledge and	Apply growing knowledge of root words,	Apply growing knowledge of root words,	Apply growing knowledge	Apply growing knowledge

	Read some letter groups that each represent one sound. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read a few common exception words. Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.	with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. ow in snow and cow) Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example,	skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above (e.g., shoulder, roundabout, grouping) Read words containing	prefixes, suffixes and exception words to read aloud	prefixes, suffixes and exception words to read aloud	of root words, prefixes, suffixes and exception words to read aloud	of root words, prefixes, suffixes and exception words to read aloud
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		I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	common suffixes (e.g. -ness, -ment, -ful, -ly) Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (e.g. shout, hand, stop, dream) Read aloud books closely matched to their improving phonic				
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			knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				
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FLUENCY							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent	Be able to read and understand simple sentences	Be able to read words without overt sounding and blending after a few encounters Be able to read and re-read books that are closely matched to their developing phonic knowledge and knowledge of common exception words	Be able to read many common words without needing to blend the sounds out loud first Be able to read common exception words easily and automatically	Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words	Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words	Be able to read aloud age-appropriate texts accurately and at a reasonable speaking pace Be able to prepare readings, with appropriate intonation to show their understanding	Be sufficiently fluent so that reading of texts across the curriculum is effortless Be able to read aloud age-appropriate texts accurately and at a reasonable speaking pace

							Be able to prepare readings, with appropriate intonation to show their understanding
Implementation	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read books to build up fluency and confidence in word reading Practise texts that are used in class to fluency Use appropriate expression when reading words that are all in capital letters or written in a much larger font size Pronounce plurals clearly i.e. words ending in s and es, with particular focus on the final sound	Re-read books to build up fluency and confidence in word reading Practise texts that are to be studied to fluency Use appropriate expression when reading a sentence with a question mark or an exclamation mark Pronounce contractions clearly, with particular focus on the final sound Pronounce past tense verbs clearly i.e. verbs ending in ed, with particular focus on the final sound	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Practise texts that are to be studied to fluency Use appropriate expression when reading dialogue: • appropriate pause between reporting clause and the	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Practise texts that are to be studied to fluency Use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma	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 Read texts that are to be studied to fluency Use appropriate expression when reading sentences with: • relative	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 Read texts that are to be studied to fluency Use appropriate expression when reading ironic or sarcastic sentences

				speech • use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, “What’s that noise?”)	after the fronted adverbial	clauses i.e. slight pauses indicated by the commas around the relative clause • brackets or dashes i.e. slight pauses indicated by the brackets or dashes	(nb. this may be indicated by italic or bold fonts, or scare quotes)
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LITERAL COMPREHENSION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent	Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words and recently introduced vocabulary. Anticipate where	Be able to recall information from fiction and non-fiction	Be able to retrieve and record information from fiction and non-fiction	Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and be clear about the task	Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and be clear about the task	Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and understand the task	Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and understand the task

	appropriate key events in stories. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary			Be able to identify key details from fiction and non-fiction	Be able to identify key details from fiction and non-fiction	Be able to identify key details from fiction and non-fiction	Be able to identify key details from fiction and non-fiction
Implementation	Describe main story settings, events and principal characters Begin to be aware of the	Recall information from fiction and non-fiction Recognise and join in with predictable phrases	Retrieve and record information from fiction and non-fiction Discuss the sequence of events in books and how items of	Retrieve and record information from fiction and non-fiction (from a single point of reference in the text [a	Retrieve and record information from fiction and non-fiction (from a single point of reference in the text [a	Retrieve, record and present information from fiction and non-fiction [from more than one point of reference in the text, note: this	Retrieve, record and present information from fiction and non-fiction [from more than one point of reference in the text, note: this

	way stories are structured		information are related Recognise simple recurring literary language in stories and poetry	paragraph or page] e.g. use contents page, index, headings or sub-headings) Identify how structure and presentation contribute to meaning (e.g.in fiction linear story structures, in non-fiction use of presentational devices such as numbering and headings in instructions) Identify conventions in a wide range of books (e.g. greeting in letters, a diary written in the first person, myths explain why things	paragraph or page] e.g. use contents page, index, headings or sub-headings) Identify how structure and presentation contribute to meaning (e.g.in fiction linear story structures, in non-fiction use of presentational devices such as numbering and headings in instructions) Identify conventions in a wide range of books (e.g. greeting in letters, a diary written in the first person, myths explain	may require the children to identify the most relevant sections using the contents pages and indexes] (e.g. authentic non-fiction texts may include information leaflets before a gallery or museum visit or reading a theatre programme or film review) Identify how structure and presentation contribute to meaning (e.g.in fiction linear and non-linear (e.g. flashback), parallel narratives, in non-fiction – e.g. cause and effect)	may require the children to identify the most relevant sections using the contents pages and indexes] (e.g. authentic non-fiction texts may include information leaflets before a gallery or museum visit or reading a theatre programme or film review) Identify how structure and presentation contribute to meaning (e.g.in fiction linear and non-linear (e.g. flashback), parallel narratives, in non-fiction – e.g. cause and effect)
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				happen in the world, expectations of a genre e.g. warning story) Recognise some different forms of poetry (e.g. free verse, narrative)	why things happen in the world, expectations of a genre e.g. warning story) Recognise some different forms of poetry (e.g. free verse, narrative)	Identify and discuss conventions in and across a wide range of writing (e.g. use of first person in writing diaries and autobiographies)	Identify and discuss conventions in and across a wide range of writing (e.g. use of first person in writing diaries and autobiographies)
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ACTIVE READING							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent	Demonstrate understanding when talking with others about what they have read	Understand what has been read	Understand what has been read	Understand what has been read Be able to read silently	Understand what has been read Be able to read silently	Understand what has been read Be able to read silently with good understanding, inferring the meanings of unfamiliar words	Understand what has been read Be able to read silently with good understanding, inferring the meanings of unfamiliar words
Implementation	Link what they read or hear	Check that the text makes sense to them as they read	Check that the text makes sense to them as they read	Check that the text makes	Check that the text makes	Check that the book makes	Check that the book makes

	read to their own experiences	Correct inaccurate reading	Correct inaccurate reading	sense to them as they read	sense to them as they read	sense to them as they read	sense to them as they read
	Suggest how the story might end	Draw on what they already know or on background information and vocabulary provided by the teacher	Draw on what they already know or on background information and vocabulary provided by the teacher	Explain the meaning of words in context	Explain the meaning of words in context	Explore the meaning of words in context	Explore the meaning of words in context
	Anticipate key events and phrases in rhymes and stories	Predict what might happen on the basis of what has been read so far and their prior knowledge.	Predict what might happen on the basis of what has been read so far and their prior knowledge.	Ask questions to improve their understanding of a text Use prior knowledge to aid understanding of the text	Ask questions to improve their understanding of a text Use prior knowledge to aid understanding of the text	Ask questions to improve their understanding of the text Use prior knowledge to aid understanding of the text	Ask questions to improve their understanding of the text Use prior knowledge to aid understanding of the text
				Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words	Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words
				Draw inferences such as inferring characters' feelings,	Draw inferences such as inferring	Draw inferences such as inferring characters' feelings,	Draw inferences such as inferring characters' feelings,

				thoughts and motives from their actions Predict what might happen from details stated and implied (e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say) and from prior knowledge about the structure of text types.	characters' feelings, thoughts and motives from their actions Predict what might happen from details stated and implied (e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say) and from prior knowledge about the structure of text types.	thoughts and motives from their actions Predict what might happen from details stated and implied (e.g. about the consequences of a character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations) and from prior knowledge about the structure of text types	thoughts and motives from their actions Predict what might happen from details stated and implied (e.g. predict events in stories from other cultures using knowledge of customs and beliefs [e.g. predict that Anne Frank's fortunes will change for the worse based on knowledge of the treatment of Jews in WWII) and from prior knowledge about the structure of text types.
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WORD UNDERSTANDING/VOCABULARY							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Enthusiastic about words and phrases and motivated to learn about the meanings of new vocabulary	Enthusiastic about words and phrases and motivated to learn about the meanings of new vocabulary	Understand figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary	Understand figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary	Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.	Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.
Implementation	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems Learn new vocabulary Use new vocabulary in	Discuss word meanings, linking new meanings to those already known Discuss favourite words and phrases in poems and stories	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases	Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader's interest and imagination (to include similes, alliteration and onomatopoeia) Identify how language	Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader's interest and imagination (to include similes, alliteration and onomatopoeia) Identify how language	Use dictionaries to check the meaning of words that they have read Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g.:	Use dictionaries to check the meaning of words that they have read Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. recognise, explore and

	different contexts			contributes to meaning	contributes to meaning	recognise, explore and explain the effect of metaphors, similes, and humorous language choices) Identify how language contributes to meaning	explain the effect of personification, irony, unusual, surprising or dramatic language choices and words chosen to show the writer's viewpoint) Identify how language contributes to meaning
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DEEPENING UNDERSTANDING OF TEXTS							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Intent	Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation	Have a developing understanding of stories, poetry, plays and non-fiction	Have a developing understanding of stories, poetry, plays and non-fiction	Have an understanding of stories, poetry, plays and nonfiction Be able to justify views about what has been read	Have an understanding of stories, poetry, plays and non-fiction Be able to justify views about what has been read	Have a good understanding of stories, poetry, plays and non-fiction and the language used within these Be able to discuss what has been read	Have a good understanding of stories, poetry, plays and non-fiction and the language used within these Be able to discuss what has been read

	when engaged in back-and-forth exchanges with their teacher and peers Listen carefully and respond appropriately when being read to and during whole class and small group discussions			Become increasingly familiar with and confident in using language through drama, formal presentations and debate	Become increasingly familiar with and confident in using language through drama, formal presentations and debate	Be able to summarise a familiar story in their own words Confidently use language when speaking, performing and debating	Be able to summarise a familiar story in their own words Confidently use language when speaking, performing and debating
Implementation	Make inferences from pictures e.g. about feelings from pictures of expressions	Participate in discussion about what is read to them, taking turns and listening to what others say Link what they read or hear read to their own experiences Explain clearly their understanding of what is read to them	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 Answer and ask questions Explain and discuss their understanding of	Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say Discuss their understanding of what they have read	Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say Discuss their understanding of what they have read	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 Provide reasoned justifications for their views.	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 Provide reasoned justifications for their views.

		Discuss the significance of the title and events Make inferences on the basis of what is being said and done	books, poems and other material, both those that they listen to and those that they read for themselves Make inferences on the basis of what is being said and done	Justify inferences with evidence Identify and summarise the main idea of a paragraph (e.g. This paragraph describes how Horrid Henry soaked Perfect Peter with the water pistol; this paragraph is about how the Pyramids were built.) Identify themes in a wide range of books (e.g. the triumph of good over evil; friendship; bravery; perseverance)	Justify inferences with evidence Identify and summarise the main idea of a paragraph (e.g. This paragraph tells us how horrible Aunt Sponge and Aunt Spiker were to James; this paragraph is about what Roman soldiers wore.) Identify themes and conventions in a wide range of books (e.g. the triumph of good over evil; friendship;	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 Justify inferences with evidence Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. 'The character is jealous because...'; 'Clitheroe Castle is a worthwhile place to visit because...'[details	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 Justify inferences with evidence Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. 'The character is jealous because...'; 'Clitheroe Castle is a worthwhile place to visit because...'[details
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					bravery; perseverance)	come from across the text])	come from across the text])
						Identify and discuss themes in and across a wide range of writing (e.g. loss; heroism; friendship; loyalty; courage; love; jealousy; perseverance; compassion)	Identify and discuss themes in and across a wide range of writing (e.g. loss; heroism; friendship; loyalty; courage; love; jealousy; perseverance; compassion)
						Make comparisons within and across books (e.g.: settings; themes; main characters; characters' viewpoints of same events)	Make comparisons within and across books (e.g.: settings; themes; main characters; characters' viewpoints of same events; different accounts of similar events in different books)
						Distinguish between statements of fact and opinion	Distinguish between statements of fact and opinion

							(e.g. Compare facts and opinions in a first-hand account of an event compared with a reported example (e.g. such as Samuel Pepys' diary and a history textbook))
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