

**Reading: Word reading**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately. ELG</p> <p>Read some <b>common irregular words</b>. ELG</p>	Apply <b>phonic knowledge</b> & skills as the route to decode words.	Continue to apply <b>phonic knowledge</b> & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for <b>graphemes</b> .	Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.					
	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>common exception words</b> , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further <b>exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing <b>taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.					
	Read other <b>words of more than one syllable</b> that contain taught GPCs.	Read accurately <b>words of two or more syllables</b> that contain the taught GPCs.				
	Read words with <b>contractions</b> , e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, <b>without overt sounding &amp; blending</b> , when they have been frequently encountered.				
	<b>Read aloud</b> accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.				
	Read words containing common <b>suffixes</b> .	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		



## Reading: Comprehension<sup>1</sup>

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop <b>pleasure</b> in reading, <b>motivation</b> to read, and <b>understanding</b> by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Maintain <b>positive attitudes</b> to reading and <b>understanding</b> of what they have read by:	
	<b>Listening</b> to & <b>discussing</b> a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to, <b>discussing</b> & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to <b>read &amp; discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to <b>link what they read</b> or hear read to their own experiences					
		Discussing the <b>sequence of events</b> in books & how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .	
			Using <b>dictionaries</b> to check the meaning of words that they have read.			
	Becoming very <b>familiar</b> with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly <b>familiar</b> with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their <b>familiarity</b> with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.	
	Recognising & joining in with <b>predictable phrases</b>	Recognising simple <b>recurring literary language</b> in stories & poems.				
		Discussing their favourite words & phrases.	Discussing words & phrases that <b>capture the reader's interest</b> and imagination.			
			Identifying <b>themes &amp; conventions</b> in a wider range of books.		Identifying & discussing <b>themes &amp; conventions</b> in and across a wide range of writing.	
					Making <b>comparisons</b> within & across books.	
			Recognising some <b>different forms of poetry</b> (e.g. free verse, narrative poetry).			
	Learning to appreciate <b>rhymes &amp; poems</b> , and to recite some by heart	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems</b> and <b>play scripts</b> to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of <b>poetry</b> by heart.  Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
		Being introduced to <b>non-fiction</b> books that are structured in different ways.				
	Discussing <b>word meanings</b> , linking new meanings to those already known.	Discussing & clarifying the <b>meaning of words</b> , linking new meanings to known vocabulary.				

**Reading: Comprehension<sup>2</sup>**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Read &amp; <b>understand</b> simple sentences. ELG</p> <p>Demonstrate <b>understanding</b> when talking to others about what they have read. ELG</p>	<b>Understand</b> both the <b>books they can already read accurately and fluently</b> and those they <b>listen to</b> by:		<b>Understand</b> what they read, in <b>books they can read independently</b> , by		<b>Understand</b> what they read by:	
	Drawing on <b>what they already know</b> or on background information & vocab provided by the teacher.	Drawing on <b>what they already know</b> or on background information & vocab provided by the teacher.				
	Checking that the text <b>makes sense</b> to them as they read & correcting inaccurate reading.	Checking that the text <b>makes sense</b> to them as they read & correcting inaccurate reading.	Checking that the text <b>makes sense</b> to them, discussing their understanding & explaining the meaning of the words in context.		Checking that the book <b>makes sense</b> to them, discussing their understanding & exploring the meaning of the words in context.	
	Discussing the significance of the title & events					
	Making <b>inferences</b> on the basis of what is being said & done	Making <b>inferences</b> on the basis of what is being said & done	Drawing <b>inferences</b> such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence		Drawing <b>inferences</b> such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.	
	<b>Predicting</b> what might happen on the basis of what has been read so far	<b>Predicting</b> what might happen on the basis of what has been read so far	<b>Predicting</b> what might happen from details stated & implied		<b>Predicting</b> what might happen from details stated and implied.	
		Answering & asking <b>questions</b>	Asking <b>questions</b> to improve their understanding of the text.		Asking <b>questions</b> to improve their understanding.	
					Provide reasoned justifications for their views.	
					Discuss & evaluate how authors <b>use language</b> , including figurative language, considering the impact on the reader.	
			Identifying <b>main ideas</b> drawn from more than one paragraphs & summarise these.		Summarising the <b>main idea</b> drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how <b>language, structure &amp; presentation</b> contribute to meaning.		Identifying how <b>language, structure &amp; presentation</b> contribute to meaning.	
			Retrieve & record information from non-fiction..		Retrieve, record & present information from <b>non-fiction</b> .	
					Distinguish between statements of <b>fact &amp; opinion</b> .	
	Participate in <b>discussion</b> about what is read to them, taking turns & listening to what others say.	Participate in <b>discussion</b> about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.		Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.	
Explain clearly their <b>understanding</b> of what is read to them.	Explain & discuss their <b>understanding</b> of books, poems & other material, both those that they listen to & those that they read for themselves.			Explain & discuss their <b>understanding</b> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.		