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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding** | \*Apply phonic knowledge to decode words.\*To blend sounds in unfamiliar words using the GPCS that they have been taught.\*To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. \* Read common suffixes (-s, -es), -ing, -ed, -est etc).\* Read contractions I’m, I’ll and we’ll.\*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.\*Reread texts to build up fluency and confidence in word reading.\*Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.  | \*Continue to apply phonic knowledge and skills to decode words until automatic decoding becoming embedded and reading is fluent.\*Read most words of two or more syllables.\*To read most words containing common suffixes.\*Read exception words noting unusual correspondences between spelling and sounds and where these occur within a word.\*Read most words quickly and accurately without overt sounding and blending.\*To read aloud books that have been closely matched to their improving phonic knowledge sounding out unfamiliar words accurately and without undue hesitation.\*To re read books to build confidence in reading.\*To read words accurately and fluently without overt sounding out and blending eg, at over 90 words per minute. In age appropriate texts. | \*To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unfamiliar words. \* Apply their growing knowledge of root words, prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud(see Appendix 1)

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| \* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. (see Appendix 1)\*Further reading exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.\*To begin to read all year 3 / 4 common exception words |

 | \*Read most words fluently and attempt to decode any unfamilair words with increasing speed and skill.Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. \*Further reading exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.\*Read all common exception words discussing the unusual correspondences between spelling and these occur in the word.\*To read all Y3/4 exception words. Discussing the unusual correspondences between spelling and these occur in the word.

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 | \*Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. \*Apply knowledge of root words, prefixes and suffixes/word endings, including –sion, -tion, -cial, tia, -ant, ance/-ancy. –ent/ -ence-/ency, -able/-ably and ible/ibly to read sounds fluently.\*Read most Y5/6 common exception words, discussing the usual correspondences between spelling and sound and where these occur in a word.

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  | \* To read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skills, recognising their meaning though contextual cues.

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| **Range of Reading** | \*Listening to and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently. \*Being encouraged to link what they read or hear read to their own experiences.Stories\_ traditional tales, fairy tales, stories from notable authors such as Julia Donaldson and non- fiction books on plants, animals, Grace Darling, George Stevenson.

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 | \*Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non fiction at a level beyond which they can read independently.

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 | \* Recognise and listen to and discussing a wide range of fiction, poetry, plays, non fictions and reference books.\*Reading books that are structured in different ways and reading for a range of purposes.

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 | \* Listening to and discussing a wide range of fiction, poetry, plays, non fictions and reference books.\*Reading books that are structured in different ways and reading for a range of purposes. | \*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books.\*To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.\*Reading books that are structured in different ways and reading for a range of purposes.\*Making comparisons within and across books. | \*Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books.\*Reading books that are structured in different ways and reading for a range of purposes.\*Making comparisons within and across books. |
| **Familiarity with texts** | \* Becoming familiar with key stories, fairy stories and traditional tales, retelling them in increasing detail.\*Recognising and joining in with predictable phrases. | \*Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales.\*Recognising simple recurring literacy language in stories and poetry.

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 | \*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling someof these orally.\* Identifying themes and conventions in a wide range of books.

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 | \*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling someof these orally.\* Identifying themes and conventions in a wide range of books. | \*Increasing 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.\*Identifying and discussing themes and conventions in and across a wide range of writing.

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 | \*Increasing 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.\*Identifying and discussing themes and conventions in and across a wide range of writing. |
| **Poetry and Performance** | \*Learn to appreciate rhymes and poems, and to recite some by heart.

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 | \*To continue to buildup a repertoire ofpoems learnt by heart,appreciating theseand reciting some withappropriate intonationto make the meaningclear. | \*Preparing poems and play scripts to read aloud and to perform, showing understanding of an awareness of audience when reading aloud.\*Begin to use appropriate intonation and volume when reading aloud. | \*Preparing poems and play scripts to read aloud and to perform, showing understanding of audience when reading loud ad through intonation, tone, volume and action.\*Recognising some different forms of poetry. | \*Learning a wider range of poetry by heart and preparing poems and plays to read aloud an perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.\*To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. | \*Confidently perform texts (including poetry learned by heart) using a wide range of devices to engage the audience and for effect. |
| **Word Meanings** | \*To discuss word meaning and link new meanings to those already known.

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 | \*Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.\*Discussing favourite words and phrases.  | \*Begin to dictionaries to check the meaning of words that they have read.

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 | \*Independently use dictionaries to check the meaning of words that they have read.

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 | \*Identify and discuss ambitious words and phrases in texts to decipher meaning in order to infer information.\*To discuss vocabulary used by the author to create effect including figurative language.\*To evaluate the use of authors’ language and explain how it has created an impact on the reader. | \*To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  |
| **Understanding** | \* Drawing on what they already know or on background information or vocabulary provided by the teacher.\*Discussing the sequence of events in books\*Checking that the text makes sense to them as they read and self correcting when it does not.

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 | \*Discussing the sequence of events in books and how items of information are related.\*To show understanding drawing on what they already know or on background information and vocabulary provided by the teacher.\*Checking that the text makes sense to them as they read and self correcting where necessary.\*To make links between the text they are reading and other texts they have read (in texts that they can read independently). | \*Check that the text makes sense to them, discussing their understanding and checking the meaning of words in context.\* Asking questions to improve their understanding of the text.\*Identifying main ideas drawn from more than one paragraph and summarising these. | \*Check that the text makes sense to them, discussing their understanding and checking the meaning of words in context.\* Asking questions to improve their understanding of the text.\*Identifying main ideas drawn from more than one paragraph and summarising these. | \* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. \*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.\*Ask questions to improve their understanding. | \* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. \*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.\*Ask questions to improve their understanding.\*Recognise more complex themes in what they have read such as heroism. |
| **Inference** | \* Discussing the significance of the title and events.\* Begin to make simple inferences.

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 | \*Make inferences on the basis of what has been said and done. | \*Ask and answer questions appropriately, including some simple inference questions based on characters feelings, thoughts and motives.

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 | \*Drawing inferences such as inferring character feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. | \*Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.

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 | \*Discuss how characters change and develop through texts by drawing inferences based on indirect clues.  |
| **Prediction**  | \* Predict what might happen on the basis of what has happened so far.

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 | \* Predict what might happen on the basis of what has happened so far.

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 | \*Predicting what might happen from details stated and implied.\*Justify predictions using evidence from the text.

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 | \*Predicting what might happen from details stated and implied beginning to find evidence and reasons.\*Justify predictions from details stated and implied.

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 | \* Predicting what might happen from details stated and implied, justify them in detail with evidence from the text.

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 | Predicting what might happen from details stated and implied.

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| **Authorial Intent** |  |  | \*Discussing authors choice of words and phrases that capture the readers interest and imagination and those that are used for effect. \*Identifying how language, structure and presentation contribute to meaning. | \*Refer to authorial style - discussing words and phrases that capture the readers interest and imagination. \*Identifying how language, structure and presentation contribute to meaning.\*Identify main ideas drawn from more than one paragraph and summarise these.\*Discuss vocabulary used to capture readers’ interest and imagination. | \*Identifying how language, structure and presentation contribute to meaning.\*To identify main ideas drawn from more than one paragraph and to summarise summarise these.\*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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 | \*Identifying how language, structure and presentation contribute to meaning.\*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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| **Non Fiction** | \*Exposure to non fiction books in independent reading and structured reading. | \*Being introduced to non fiction books that are structured in different ways

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 | \*Retrieve and record information from non fiction.

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 | \*To use all of the organisational devices available within a non-fiction text to retrieve and record and discuss information. | \*Distinguish between statements of fact and opinion.\*To use knowledge of texts and organisational devices to retrieve, record, discuss and present information from non fiction.

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 | \*Distinguish between statements of fact and opinion providing justification for their views.\*Retrieve, record and present information from non fiction.

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| **Discussing Reading** | \*Participate in discussion about what has been read to them, taking turns and listening to what others say.\* Explain clearly what has been read to them (with understanding).\*Discuss the significance of titles and events.

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 | \*To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Ask and answer questions about a text. | \*Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.\*Use appropriate terminology when discussing texts (plot, character, setting).

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 | \*Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.\*To discuss and compare texts from a variety of genres and writers. | \*Recommending books that they have read to their peers, giving reasons for their choices.\*Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.\*Explain and discuss understanding if what they have read, including formal presentations and debates.\*Provide reasoned justifications for their views.

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 | \*Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.\*Explain and discuss understanding if what they have read, including formal presentations and debates.\*Provide reasoned justifications for their views.debates, \*To listen to guidance and feedback on the quality of their explanations and contributions and discussions and to make improvements when participating in discussions.\*To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). |