

# Decoding

## Year 1

Apply phonic knowledge to decode words  
Speedily read all 40+ letters/groups for 40+ phonemes  
Read accurately by blending taught GPC  
Read common exception words  
Read common suffixes (-s, -es, -ing, -ed, etc.)  
Read multisyllable words containing taught GPCs  
Read contractions and understanding use of apostrophe  
Read aloud phonically-decodable texts

## Year 2

Secure phonic decoding until reading is fluent  
Read accurately by blending, including alternative sounds for graphemes  
Read multisyllable words containing these graphemes  
Read common suffixes  
Read exception words, noting unusual correspondences  
Read most words quickly & accurately without overt sounding and blending

## Year 3

Apply their growing knowledge of root words, prefixes 'un', 'mis', 're', 'sub', 'super', 'auto', 'tele' and 'dis', both to read aloud and to understand the meaning of new words they meet  
Read 50% of Y3/4 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Year 4

Apply their growing knowledge of root words, suffixes, 'il', 'im', 'in', 'ir', 'ous' and prefixes 'anti' and 'inter' both to read aloud and to understand the meaning of new words they meet  
Read all further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Year 5

Apply their growing knowledge of root words, prefixes and suffixes 'able' and 'ible' (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet  
Read 50% of Y5/6 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Year 6

Apply their growing knowledge of root words, prefixes and suffixes 'ably', 'ibly' (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet  
Read all Y5/6 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

# Author Intent

## Year 1

Distinguish between fact and fiction.

## Year 2

Distinguish between fact and fiction using the terms fiction and non-fiction appropriately

## Year 3

Identifying how language and presentation contribute to meaning

## Year 4

Discussing words and phrases that capture the reader's interest and imagination

## Year 5

Discuss how authors use language, including figurative language, considering the impact on the reader

## Year 6

Identifying how language, structure and presentation contribute to meaning  
Evaluate how authors use language, including figurative language, considering the impact on the reader

# Discussing

## Year 1

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

## Year 2

Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Year 3

Participate 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

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves with some references to the text.

## Year 4

Participate 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

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves with direct reference to the text.

## Year 5

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

## Year 6

Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views

# Familiarity with text

## Year 1

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Recognising simple recurring literary language in stories and poetry

## Year 2

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Recognising and joining in with predictable phrases

## Year 3

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally as part of a group.

Identifying themes in a wide range of books

## Year 4

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally as individuals.

Identifying common themes and making comparisons between a wide range of books

## Year 5

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 conventions in and across a wide range of writing

## Year 6

Demonstrating 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 and directly referencing text when discussing these elements

# Inference

## Year 1

Discussing the significance of the title and events  
Making inferences on the basis of what is being said and done

## Year 2

Making inferences on the basis of what is being said and done  
Answering and asking questions

## Year 3

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

## Year 4

Drawing inferences such as inferring characters' feelings and thoughts from their actions, and justifying inferences verbally making reference to the text.

## Year 5

Drawing inferences such as inferring characters' motives from their actions, and justifying inferences with evidence

## Year 6

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

# Non-fiction

## Year 1

Sharing non-fiction books and noting the contents page

## Year 2

Being introduced to non-fiction books that are structured in different ways

## Year 3

Retrieve information from non-fiction

## Year 4

Retrieve and record information from non-fiction

## Year 5

Begin to distinguish between statements of fact and opinion

Retrieve and record information from non-fiction in a variety of ways

## Year 6

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

# Poetry

## Year 1

Learning to appreciate rhymes and poems, and to recite some by heart

## Year 2

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

## Year 3

Preparing poems and play scripts to read aloud and to perform, showing understanding through volume and action.

## Year 4

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation and tone.

Recognising some different forms of poetry

## Year 5

Learning a wider range of poetry by heart

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 within a group

## Year 6

Learning a wider range of poetry by heart

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 as individuals

# Prediction

## Year 1

Predicting how a story might end.

## Year 2

Predicting what might happen on the basis of what has been read so far

## Year 3

Predicting what might happen from details stated

## Year 4

Predicting what might happen from details implied

## Year 5

Predicting what might happen from details implied referencing the text

## Year 6

Predicting what might happen from details stated and implied directly referencing the text

# Range

## Year 1

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

## Year 2

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

## Year 3

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

## Year 4

Reading books that are structured in different ways and reading for a range of purposes

## Year 5

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books that are structured in different ways and reading for a range of purposes

Making comparisons within and across books

## Year 6

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books that are structured in different ways and reading for a range of purposes

Making comparisons within and across books

# Understanding

## Year 1

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 correcting inaccurate reading

## Year 2

Discussing the sequence of events in books and how items of information are related

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 correcting inaccurate reading

## Year 3

Checking that the text makes sense to them, discussing their understanding

Asking questions to improve their understanding of a text

## Year 4

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Identifying main ideas drawn from more than one paragraph

## Year 5

Asking questions to improve their understanding across a range of texts

Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

## Year 6

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context and using the same vocabulary in a new context when writing

Asking questions to improve their understanding across a wide range of texts

Summarising the main ideas drawn from multiple paragraphs, identifying key details to support the main ideas

# Word Meaning

## Year 1

Discussing word meanings, linking new meanings to those already known

## Year 2

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Discussing their favourite words and phrases

## Year 3

Using dictionaries to check the meaning of words that they have read

## Year 4

Using dictionaries to check the meaning of words that they have read and showing their understanding by using these words in context

## Year 5

Using dictionaries and thesaurus to extend their use of vocabulary when writing about texts

## Year 6

Using dictionaries and thesaurus to extend their use of vocabulary when writing about texts ensuring words are used in context appropriately