

| Reading skill | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Reading for pleasure | <p>To enjoy a range of books.</p> <p>To begin to explain why they enjoy a book.</p> <p>To identify rhyme.</p> | <p>To enjoy and listen to a range of stories, poems and non-fiction books.</p> <p>To talk about why they enjoy different books.</p> <p>To begin to explain the types of books they like and dislike.</p> | <p>To enjoy listening to a range of stories including; classic, contemporary poetry and non-fiction.</p> <p>To choose to read different books and enjoy sharing them.</p> <p>To explain the types of books they like and dislike.</p> | <p>To enjoy listening to, reading and discussing a wide range of fiction, poetry, plays and non-fiction books.</p> <p>To discuss books written by familiar authors.</p> <p>To read a range of fiction genres; including fairy tales, myths and legends.</p> <p>To begin to retell some of these orally.</p> | <p>To enjoy listening to, reading and discussing a wide range of fiction, poetry, plays and non-fiction books.</p> <p>To discuss books written by familiar authors and explain why they like or dislike them.</p> <p>To read a range of fiction genres; including fairy tales, myths and legends.</p> <p>To begin to retell some of these orally.</p> | <p>To continue to enjoy reading, and discuss, a wide range of fiction and non-fiction books.</p> <p>To read for a range of purposes.</p> <p>To read a wide range of fiction books from different time periods and cultures.</p> <p>To discuss favourite authors.</p> <p>To be able to recommend books to authors based on likes and dislikes.</p> | <p>To continue to enjoy reading, and discuss, a wide range of fiction and non-fiction texts.</p> <p>To read for a range of purposes.</p> <p>To read a wide range of fiction books from different time periods and cultures.</p> <p>To discuss favourite authors.</p> <p>To be able to recommend books to others based on likes and dislikes and give their reasoning behind this.</p> |

| Rdg skill | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Decoding | <p>ELG: Recognise letters and the sounds they make. - Set 1 and 2 RWI Use phonics to sound out and blend new words.</p> <p>Read simple sentences.</p> <p>30 to 50 months: Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Recognise rhythm in spoken words.</p> <p>40-60 months: Continue a rhyming thing. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them.</p> | <p>Read accurately and fluently books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading. Use set 3 phonics to sound out and blend new words. Read red words and words with one or more syllable, including common exception words. Read multisyllabic words containing taught letter/ sound correspondences. Read common suffixes with -s,-es,-ing,-ed,-er and -est endings. Read contractions (e.g. I'm, I'll, we'll) and understand that the apostro-phe stands for the missing letter. Read aloud a phonetically decodable text.</p> | <p>Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute. Read accurately by blending, including alternative sounds for graphemes and read multi- syllabic words containing these graphemes. Read 'red' words and words with two or more syllables noting unusual correspondences. Check that the text makes sense as I read and self-correct. Identify and read words with common suffixes and common exception words. Once children have finished the RWInc program they will join VIPERS guided reading group.</p> | <p>Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.</p> <p>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>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.</p> <p>Read some Year 3/4 common exception words.</p> | <p>Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.</p> <p>Apply knowledge of root words, prefixes and suffixes to understand new words – see Year 3 examples.</p> <p>Read most/all Year 3/4 common exception words.</p> | <p>Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.</p> <p>Read all Year 3/4 common exception words.</p> <p>Read most Year 5/6 common exception words.</p> | <p>Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning.</p> <p>Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns.</p> <p>Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word.</p> <p>Read most/all Year 5/6 common exception words.</p> |

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| <p>Developing reading sense</p> | <p>Nursery: Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Learning to read: Read with growing fluency texts linked to their ability and that meet the ELG by the end of Reception.</p> | <p>Check that a text makes sense to them as they read and to self-correct.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their understanding of what is read to them.</p> | <p>Check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> | <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> | | <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Provide reasoned justifications for their view.</p> | |

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| <p>Exploring language/ Vocabulary</p> | <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Be able to tell oral stories to explain/explore language – Helicopter Stories. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> | <p>Identify and talk about meanings of words linking meaning to those they already know.</p> <p>Find words with similar meanings.</p> | <p>Identify new language and know how to find out what a new word means.</p> <p>Talk about favourite words and phrases and identify within books.</p> <p>Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.</p> | <p>Use dictionaries to check the meaning of words I have read with support.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.</p> <p>To begin to use the wider text to support understanding of topic specific vocabulary.</p> <p>Check a text makes sense using an understanding of the words in context.</p> | <p>Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.</p> <p>Check a text makes sense using an understanding of the words in context and explain it.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination and begin to explain why.</p> <p>Within wider reading, identify topic specific vocabulary</p> | <p>Begin to use evidence to explain how authors’ use of language impacts on the reader.</p> <p>Evaluate the impact of figurative language on the reader and offer a critique.</p> <p>Distinguish between statements of fact and opinion with evidence.</p> <p>Understand, explore and explain the meaning of words in context with growing independence across all texts.</p> | <p>Understand, explore and explain the meaning of words in context.</p> <p>Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.</p> <p>Use evidence to explain how authors’ use of language impacts on the reader.</p> |

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| <p>Retrieving, recounting, sequencies and summarising.</p> | <p>Tell others about what I have read with growing independence. Play cooperatively as part of a group to develop and act out a narrative – Helicopter Stories Begin to retell familiar stories. Describe main story settings, events and main characters.</p> <p>Follow a story without pictures or props.</p> <p>Know that information can be retrieved from books and computers</p> | <p>Sequence and retell the events of a story they are familiar with e.g. traditional tales and fairy stories. Identify the beginning, middle and end of a text/story.</p> <p>Talk about what I have read with others.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Retell familiar stories orally and sequence the events of a story they are familiar with.</p> | <p>Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events.</p> <p>Asking and answering retrieval questions.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> | <p>Understand what the purpose of summarising is.</p> <p>Identify and summarise main ideas in a text.</p> <p>Retell a wider range of stories orally. E.g. fairy stories, myths and legends.</p> <p>Retrieve and record information from a fiction text.</p> | <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retell a wide range of stories orally.</p> <p>Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan.</p> | <p>Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.</p> <p>Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas.</p> | <p>Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension.</p> <p>Summarise main ideas from more than one paragraph by identifying key details to support the main ideas.</p> |

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| <p>Inference, prediction and explanation.</p> | <p>Talk about what might happen in a book by answering 'how' and 'why' questions.</p> <p>Guess/suggest what might happen next and how a story might end.</p> | <p>Find clues in a text based on what has been said and done.</p> <p>Make predictions based on clues from the text/what they have read so far and justify your answers orally.</p> | <p>Build on skills from Year 1 and learn to:</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Developing inference through use of pictures.</p> | <p>Infer a character's feelings and thoughts through their actions and interactions with others.</p> <p>Justify inferences/predictions with evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, and thoughts.</p> <p>Make predictions based on evidence from the text.</p> | <p>Infer a character's feelings, thoughts and motives through their actions and interactions with others.</p> <p>Justify inferences/predictions with multiple pieces of evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction.</p> | <p>Draw inferences from the text about characters' feelings, thoughts and motives through their actions and interactions between other characters and the environment.</p> <p>Use evidence from the text to support my decisions and explain how this evidence supports my point of view.</p> <p>Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.</p> | <p>Draw inferences from the text about characters' feelings, thoughts and motives through their actions & interactions between other characters and the environment.</p> <p>Use evidence from the text to support my decisions and explain how this evidence supports my point of view.</p> <p>Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> |

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| Reflections on reading. | <p>Talk about books they like and explain why/demonstrating understanding.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p> | <p>Explain how the storyline and pictures make me feel.</p> | <p>Give my opinion about a story, poem or nonfiction text and begin to justify my opinion.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p>Give my opinion on a story, poem or nonfiction text and justify your reasoning using evidence from the text.</p> <p>Begin to identify how language, structure, and presentation contribute to meaning.</p> | <p>Draw on experiences from texts and begin to compare.</p> <p>Give my opinion on similar themes and characters across texts.</p> | <p>Discuss and evaluate how authors use language for effect.</p> <p>Give reasons to justify my views based on evidence from the text.</p> <p>Begin to evaluate the similarities of text structures across texts.</p> | <p>Discuss and evaluate how authors use language for effect including figurative language.</p> <p>Participate in discussions about books and build on my own and others' ideas and challenge views respectfully including evidence from the text.</p> |
| Non-fiction | <p>To know if a story is real or made up.</p> <p>Start to use the terms fiction and non-fiction.</p> | <p>To know the difference between fiction and non-fiction.</p> <p>Discuss features and layout of non-fiction text.</p> | <p>Introduce non-fiction books that are structured in different ways.</p> <p>Understand what the purpose of a nonfiction book is.</p> | <p>Discuss features and layout of non-fiction text and compare to fiction.</p> <p>Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.</p> | <p>Discuss features and layout of non-fiction text and compare to fiction.</p> <p>Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.</p> | <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Apply knowledge from non-fiction texts to writing across a range of genres.</p> | <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Apply knowledge from non-fiction texts to writing across a range of genres.</p> |

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| <p>Comparing and connecting texts</p> | <p>Talk about books that are alike and why with increasing attention and recall.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> | <p>Identify similarities and differences between stories.</p> <p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> | <p>Discuss and share my opinions about different texts and listen to other people’s views.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> | <p>Compare texts that are structured in different ways.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.</p> <p>Compare books by the same and different authors.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Participate in discussion about both books that are read to them & those they can read themselves, taking turns and listening to what others say.</p> | <p>Use evidence to justify my opinions when comparing. Identify themes and conventions used by different authors.</p> <p>Compare texts that are structured in different ways.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>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.</p> | <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Compare themes and conventions across a wide range of genres and asking comparisons within and across books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers.</p> | <p>Compare themes and conventions across a breadth of texts.</p> <p>Give reasoned justifications for my views across a breadth of texts using evidence to support your answers.</p> <p>Increasing 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</p> |

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| Poetry and Performance | <p>Join in with rhymes and stories that I know.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> | <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Use actions to learn simple texts off by heart.</p> | <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> | <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through volume and action.</p> <p>Recognising some different forms of poetry.</p> | <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p> | <p>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.</p> | <p>Use conventions to learn poems and plays off by heart.</p> <p>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.</p> <p>Select appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> |
| Identifying features and conventions | <p>Know the different parts of a book; front cover, title, blurb.</p> | <p>Recognise and join in with repeated patterns and phrases.</p> <p>Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter.</p> | <p>Identify a sequence of events in a book.</p> <p>Identify and use the structure of nonfiction books.</p> | <p>Identify common themes in a wide range of books.</p> <p>Recognise different forms of poetry.</p> <p>Use the structure of a non-fiction book to retrieve information.</p> | <p>Identify themes and conventions in a wide range of books.</p> <p>Recognise different forms of poetry (narrative and free verse).</p> <p>Understand how language, structure and presentation adds meaning to the text.</p> <p>Use the structure of a non-fiction book to retrieve and record information.</p> | <p>Understand the features of different texts.</p> <p>Comment on why texts have been structured in different ways.</p> <p>Retrieve, record and present information from non-fiction texts.</p> | <p>Confidently comment on the structure and layout of a text.</p> <p>Compare structures of different texts and comment on their effectiveness.</p> <p>Identify how the structure of texts supports and guides the reader.</p> |