

| | EYFS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|--|--|--|--|--------|--------|--------|--------|
| Word Reading | <p>Pupils develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound, such as money and mother <p>Pupils understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes - can read English text from left to right and from top to bottom -the names of different parts of a book page sequencing | <p>Pupils can read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> -Blend sounds into words, so that they can read short words made up of letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>ELG Pupils can say a sound for each letter in the</p> | <p>Pupils can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> | | | | | |
| | | | <p>Pupils can read accurately by blending sounds in unfamiliar words containing <i>GPCs</i> (Grapheme/Phoneme Correspondence) that have been taught</p> | <p>Pupils can read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes</p> <p>Pupils can read accurately words of two or more syllables that contain the graphemes taught so far</p> | | | | |
| | | | <p>Pupils can read aloud accurately</p> | <p>Pupils can read most words</p> | | | | |

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| | <p>-Develop their phonological awareness, so that they can: spot and suggest rhymes -count or clap syllables in words</p> <p>recognise words with the same initial sound, such as money and mother</p> | <p>alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Pupils can read a few common exception words matched to the school's phonic programme.</p> <p>Pupils can blend sounds into words, so that they can read short words made up of letter-sound correspondences. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</p> | <p>books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> | <p>quickly and accurately without overt sounding and blending, when they have been frequently encountered</p> <p>Pupils can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Pupils can re-read books to build up their fluency and confidence in word reading</p> | | | | |
| | | | <p>Pupils can read common exception words, noting unusual correspondences between spelling and sound and</p> | <p>Pupils can read further common exception words, noting unusual correspondences between spelling and sound and</p> | <p>Pupils can read further exception words, noting the unusual correspondences</p> | <p>Pupils can read further exception words, noting the unusual correspondences</p> | <p>Pupils can read further exception words, noting the unusual correspondences</p> | <p>Pupils can read further exception words, noting the unusual correspondences</p> |

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| | | necessary, a few exception words. -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment | where these occur in a word | where these occur in the word. | between spelling and sound. | between spelling and sound. | between spelling and sound. | between spelling and sound. |
| | | ELG Pupils can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | Pupils can read words containing common suffixes | Pupils can apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet. | Pupils can apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. | Pupils can read words with 'silent ' letters e.g. <i>doubt, island, lamb, solemn, thistle, knight</i> | Pupils can read further words with the suffixes and prefixes |
| | | | | | | <p>Pupils can read aloud and understand the meaning of words with the prefixes of il-, ir-, re-, sub-, inter-, anti-, auto- and e.g. <i>illegal, automatic</i></p> <p>Pupils can read aloud and understand the meaning of words with the suffixes -ly, -ation, -ous.</p> | <p>Pupils can read aloud and understand the meaning of words with the suffixes -cious and -tious, -ant and -ance/ancy and -ent, -ence/ency, and -able/-ably, -ible/-ibly.</p> <p>Pupils continue to build on their knowledge of homophones and other words that are frequently confused</p> | |
| | | | | | | Pupils can use knowledge of morphology and etymology from spelling to read | | |

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| | | | | | | | words from English Appendix 1 | |
| | | | | | | | | Pupils can read aloud and correctly explain the meaning of homophones and other words that are often confused. |
| Comprehension | Pupils enjoy listening to longer stories and can remember much of what happens. -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. -Engage in extended conversations about stories, | Pupils can listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Listen carefully to rhymes and songs, paying attention to how they sound. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and | Pupils can listen to and discussing a wide range of traditional tales and fairy stories at a level that is beyond that at which they can read independently, becoming familiar with key stories, fairy stories and traditional tales, including retelling and joining in with predictable phrases. | Pupils can listen to, discuss and express views about a wide range of traditional tales and fairy stories at a level that is beyond that at which they can read independently, becoming familiar with key stories, fairy stories and traditional tales, including giving book recommendations. | Pupils begin to develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | Pupils continue to develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | Pupils increase 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. | Pupils continue to increase 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. |
| | | | Pupils can listen to and discuss a wide range of poems. | Pupils can listen to, discuss and express views | Pupils begin to develop positive attitudes to | Pupils continue to develop positive attitudes to | Pupils continue to read and discuss a wide range of fiction, poetry, | |

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| | <p>learning new vocabulary.</p> <p>Pupils can express a point of view and debate when they disagree with an adult or a friend, using words as well as action</p> <p>Pupils use a wider range of vocabulary. - Engage in extended conversations about stories, learning new vocabulary</p> <p>Pupils understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>vocabulary.</p> <p>ELG Pupils demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Pupils compare and contrast characters from stories, including figures from the past.</p> <p>ELG Pupils -Listen attentively and</p> | <p>Pupils can listen to and discuss a wide range of stories.</p> <p>Pupils can listen to and discuss a wide range of non-fiction texts.</p> <p>Pupils can check that the text makes sense to them as they read Pupils can correct inaccurate reading as they read</p> <p>Pupils can check that the text makes sense to them by discussing the significance of the title and events; making inferences on the basis of what is being said and done</p> | <p>about a wide range and discussing a wide range of poems</p> <p>Pupils can listen to, discuss and express views about a wide range of non-fiction at a level that is beyond that at which they can read independently</p> <p>Pupils can discuss the sequence of events in books and how items of information are related</p> <p>Pupils can re-tell a range of stories, fairy stories and traditional tales</p> <p>Pupils can check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Pupils can infer, summarise,</p> | <p>reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Pupils begin to recognise different forms of poetry and prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Pupils begin to discuss words and phrases that capture the reader's interest and imagination.</p> <p>Pupils begin to use dictionaries to check the meaning of words they have read. e.g. using the</p> | <p>reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Pupils can recognise different forms of poetry and prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Pupils can discuss words and phrases that capture the reader's interest and imagination.</p> <p>Pupils can use dictionaries to</p> | <p>plays, non-fiction and reference books or textbooks, regarding layout, structure and purpose. Pupils can recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Pupils can identify and discuss themes and conventions in and across a wide range of writing</p> <p>Pupils can make comparisons within and across books including similarities and differences, characters and points of view.</p> <p>Pupils can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone</p> | <p>Pupils continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, noting features, layout, structure and purpose.</p> <p>Pupils can confidently recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Pupils can confidently identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Pupils can confidently make comparisons</p> |
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| | <p>-Anticipate (where appropriate) key events in stories.</p> <p>Pupils sing a large repertoire of songs.</p> <p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> | <p>respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Pupils learn new vocabulary.</p> <p>-Use new vocabulary throughout the day.</p> <p>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>-Use new vocabulary in</p> | | <p>answer and ask questions</p> <p>Pupils can predict what might happen on the basis of what has been read so far.</p> <p>Pupils can participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> | <p><i>first two or three letters to check the meaning.</i></p> <p>Pupils begin to identify themes and conventions in a wide range of books.</p> <p>Pupils begin to understand what they have read independently by: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Pupils begin to understand what they have read independently by: Predicting what might happen from details stated and implied.</p> <p>Pupils begin to understand what they have read independently by:</p> | <p>check the meaning of words they have read. <i>e.g. using the first two or three letters to check the meaning.</i></p> <p>Pupils can identify themes and conventions in a wide range of books.</p> <p>Pupils can understand what they have read independently by: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Pupils can understand what they have read independently by: Predicting what might happen from details stated and implied.</p> | <p>and volume so that the meaning is clear to an audience.</p> <p>Pupils can check that the book makes sense to them, discuss their understanding, and explore the meaning of words in context asking questions to improve their understanding.</p> | <p>within and across books, including similarities and differences, characters and points of view.</p> <p>Pupils can confidently 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.</p> <p>Pupils can confidently check that the book makes sense to them, discuss their understanding, and explore the meaning of words in context asking questions to improve their understanding.</p> <p>Pupils can draw inferences such as inferring characters' feelings, thoughts and</p> |
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| | | <p>different contexts. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG Pupils: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Use and understand recently introduced vocabulary during discussions about</p> | | | <p>Asking questions to improve their understanding of a text.</p> <p>Pupils begin to understand what they have read independently by: Retrieving and recording information from a range of texts</p> | <p>Pupils can understand what they have read independently by: Asking questions to improve their understanding of a text.</p> <p>Pupils can understand what they have read independently by: Retrieving and recording information from a range of texts</p> | | <p>motives from their actions, and justify inferences with evidence.</p> <p>Pupils can predict what might happen from details stated and implied.</p> <p>Pupils can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Pupils can identify how language, structure and presentation contribute to meaning.</p> <p>Pupils can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> |
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| | <p>stories, non-fiction, rhymes and poems and during role play</p> <p>ELG Pupils: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Anticipate (where appropriate) key events in stories.</p> <p>Pupils engage in story times. -retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Learn rhymes, poems and songs.</p> <p>Pupils sing in a group or on their</p> | | | | | | <p>Pupils can distinguish between statements of fact and opinion.</p> <p>Pupils can retrieve, record and present information from non-fiction texts.</p> <p>Pupils can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Pupils can 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.</p> |
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own, increasingly matching the pitch and following the melody.
-Develop storylines in their pretend play.

ELG

Pupils:

-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Pupils engage in non-fiction books.
-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG

Pupils:

-Offer explanations for why things might happen, making use of recently

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| | | <p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | | | | | | |
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